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ABSTRACT

This manual is first in the series "Personalized Education for Teachers," a program based on the thesis that truly personalized public education (that which is tailored to fit the personal needs and feelings of students) is possible now. The general purpose of the manual is to present a system of ideas and procedures which make it possible to personalize the education of elementary teachers and, by extension, the education of students of all ages. The first half of the manual is designed to help teacher educators to understand what prospective teachers are concerned about. A teacher concerns model is described which depicts the teacher concerns or growth motives which occur in a regular sequence. The second half describes application of the model and what it involves. Materials are listed to assist in applying the model through the use of two kinds of procedures for tailoring teacher education programs to fit the personal needs of prospective teachers. Desirable outcomes, costs, both economic and personal, and possible undesirable outcomes are described. Included are a list of 33 references; a list of 14 other items in the series (manuals, videotapes, assessment instruments, etc.); and an overview model for the use of these materials in the personalized education program which involves four steps: 1) assessment of teachers, 2) arousal (activation) of concerns, 3) awareness (perception) of feelings, and 4) resolution (learning) of concerns. (JS)

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PERSONALIZED EDUCATION FOR TEACHERS

An Introduction for Teacher Educators

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Frances F. Fuller

with an introduction

by Roy W. Menninger

July 1970

Personal-Professional Development Systems Division

Research and Development Center for Teacher Education

The University of Texas at Austin

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INTRODUCTION

"What is a good teacher?" "How can fine ones be produced?"

For years these questions have haunted the educators of teachers. As it is with issues which have no single, simple solution, the responses have been varied, passionate and often contradictory.

Teacher preparation, with its emphasis on the twin thrusts of content and method, reflects a prevailing view that education -- the transmission of knowledge from teacher to student -- is largely, even entirely, a cognitive operation. It is essentially a matter of determining what children ought to know, defining a method which explicates it clearly, then teaching these to the candidate teacher.

What has often been omitted, perhaps often considered irrelevant, has been consideration of the feelings which exist in the teaching-learning situation. How a boy feels about school -- about the constraint which requires him to go every day whether he wants to or not; about the seeming irrelevance of arithmetic, especially when it is hard; about the teacher and how fair she is -- profoundly affects the amount and the quality of how much and what kind of information he absorbs. The teacher has feelings, too: her exasperation with the custodian who won't clean her room adequately, with the parent who "doesn't seem to care"; her frustrations at failing to find the key that might unlock the silent, unresponsive child; her feelings of guilt that she might somehow have failed to be a model teacher. All these and other feelings may significantly alter her effectiveness as a teacher and the satisfactions she receives, or does not receive, from teaching itself.

The effects of feelings on the teaching-learning process have not received the attention they deserve for a variety of reasons. For one thing, feelings are elusive. For another, they are thought to be irrelevant. Even more, they have been considered embarrassing, inappropriate and perhaps a mark of inferiority or inadequacy, whether in the teacher or the pupil. In line with a widespread view that feelings, especially negative ones, are better hidden, those who prepare teachers have tended to disregard the relevance of emotions, if not actually to imply that they have no place in the classroom.

Educational theories of teaching and learning often omit the operations and the effects of human feelings. Cultural pressures also imply that feelings can best be handled by being ignored. The combined impact of these facts makes teachers, and ultimately students, believe that half of their life (how they feel in contrast to what they think) must be systematically excluded from the teaching-learning process. This idea persists in spite of mounting evidence, especially to the teacher herself, that the ways we feel about ourselves, our environment, the people in it, and the tasks before us affect what we do and what we learn.

As is always true with taking a critical position, it is easier to point with alarm than to propose ready alternatives. Fortunately, increasing numbers of educators and teachers have begun to struggle with these problems: how to prepare teachers to understand the emotional life of their charges and use this preception to enhance the teaching-learning process; how to help teachers to recognize and to deal more effectively with their own feelings and reactions, even to utilize this empathy to become increasingly sensitive and responsive.

The authors of this pamphlet are pioneers in the search for answers to these questions. They have been laboring for some years with these very problems. Out of their efforts have come some new and challenging indications of just how much teachers are helped by learning about basic human feelings and the effects of emotions on behavior. This knowledge almost certainly helps these teachers to become more sensitive and responsive, and more aware of their strengths and limitations -- in short, to become better people. Even more importantly, these teachers become more effective at helping their students to become better learners.

Drawing from their wealth of experience, the authors* have highlighted some of the issues and outcomes they have observed. Their study carries implications of great moment. Their ideas ought to infect and radically alter every teacher-education program in the country.

Dr. Roy W. Menninger in his introduction to "Creating Climates for Growth." Reprinted with permission from Dr. Menninger and the Hogg Foundation for Mental Health.

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*Authors of "Creating Climates for Growth" were Frances F. Fuller, Robert F. Peck and Oliver H. Bown.

PURPOSES OF THIS MANUAL

This manual is first in the series "Personalized Education for Teachers" produced by the Personal-Professional Development Systems Division of the Research and Development Center for Teacher Education of The University of Texas at Austin.

Personalized education is education which is tailored to fit the personal needs and feelings of students.

Such "tailored" education has been sought for many years. Occasionally it is achieved for a few students, perhaps in small private schools, or when a particular teacher and student form a special relationship. It has not been achieved generally in public education anywhere. The high teacher-student ratio usually thought required has not been possible for public education as education is now supported. And no other really feasible procedures have existed to tailor education to each student's personal needs.

Our thesis here is that truly personalized <u>public</u> education is possible now. Presented in this manual is a system of ideas and tested procedures which makes possible such "personalization" or tailoring of curricula to the personal needs of individual students.

The research on which these ideas and procedures are based will not be described in this manual since reports of this research are available and are listed at the end of this manual. In this manual, we will describe only the ideas themselves and the procedures which enable a teacher educator to tailor a teacher preparation program (or a single course) to the needs of education students.

In the first chapter of this manual, we will describe what is meant by "concerns," particularly teachers' concerns, since concerns are an important kind of personal need. In the second chapter, we will describe two kinds of procedures for tailoring teacher education programs to fit the personal needs of prospective elementary teachers.

One kind of procedure to be described is "rough cut" tailoring, analogous to cutting out a garment in size 36 to fit a large group of people. These "rough cut" procedures are suitable for

fitting programs to the "concerns" of teachers, since groups of teachers have similar concerns. For example, content can be selected which is related to a certain concern. Such content can be presented to all the teachers with that concern.

A second kind of procedure is analogous to hand tailoring. These are procedures which fit programs to idiosyncratic or private personal needs. One such procedure is personal assessment feedback counseling. All these procedures are described in manuals listed at the end of this manual.

All the ideas, all the procedures and all the illustrations given in this series of manuals speak of teacher education. But of course education for anyone can be tailored to his personal needs. We hope the reader will extend the ideas and procedures presented here to the education of students of all ages.

The general purpose of this manual, then, is to present a system of ideas and procedures which make it possible to personalize the education of teachers and, by extension, the education of students of all ages.

To accomplish this general aim, the manual has several specific purposes.

The first specific purpose is to help teacher educators to understand what prospective teachers are concerned about. Teachers' concerns appear to occur in a regular sequence. These concerns or growth motives form the basis for a system of ideas, called here, a teacher concerns model. The purpose of the first chapter in this manual is to describe this model.

The second purpose of this manual is to help teacher educators to apply this teacher concerns model. An application of the model is described and some materials are listed which will assist in applying the model.

The third purpose of the manual is to help teacher educators decide whether they are interested in applying the model themselves. To this end, desirable outcomes, costs, both economic and personal, and possible undesirable outcomes are described.

These are only prototype manuals. Suggestions from readers as well as reports of experience with the model and applications of it are welcome.

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CHAPTER I

TEACHERS" CONCERNS

Education is "irrelevant" when it answers, even very well, questions no one is asking. Programs that answer questions students are asking, going where students want to go, we shall call relevant.

Relevant programs have two characteristics of interest here. First, they address themselves to questions students are actually asking. This characteristic we shall call personalization. A personalized program is one that considers the feelings, the motives, questions or concerns, of students. It considers what students want to learn.

A second characteristic of relevant programs is that they consider what students are able to learn. This simply means that students can understand what is taught them. To make sure that students do understand, content and experiences are adapted to their capacities and previous preparation. This kind of modification, modification to consider the ability of the student to learn, is usually called individualization.

Obviously both individualization and personalization are important. Education should be adapted both to the capacities (individualized) and the feelings (personalized) of students. Such education might be represented as in Diagram 1.

Insert Diagram 1 about here

In Diagram 1, the curriculum at intersection (1,0) is tailored for student X^1 who is both uninformed about the subject at hand (0 preparation) and unconcerned. The curriculum at intersection (0,6) is adapted for students like Y^1 who are maturely concerned but uninformed about the subject matter. Student Y^1 is, perhaps, an experienced teacher with little preparation in science. Student Y^2 has mature concerns too, but no language preparation. The curriculum at (1,N) is quite different. It has been devised for student Z^1 who has immature concerns but

RESOLVING CONCERNS: EDUCATORS' RESPONSES TO TEACHERS' CONCERNS

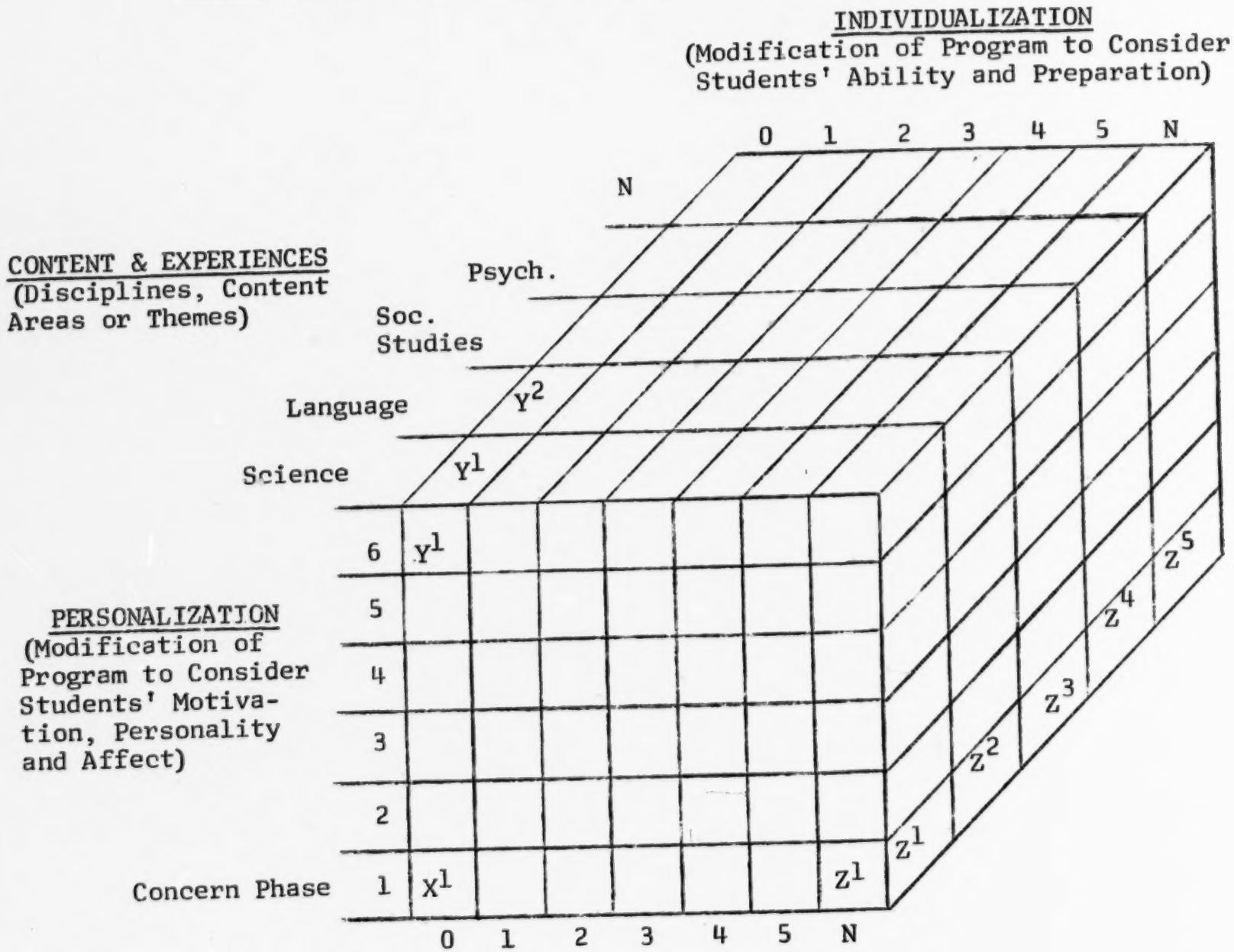


Diagram 1

is proficient in science. Z^2, Z^3 and Z^4 are like Z^1, but proficient in different content areas.

Much attention has been given to the modification of curricula to the abilities and preparation of students. Very little attention has been given to the modification of curricula to consider the feelings and motives of students.

Motives, however, are universally conceded to be important to learning. In animal studies, the motives of the learner are usually clear. The animal is hungry or thirsty and his motive is to secure food or water. The motives of human students are much less clear. McKeachie, for example, has emphasized the need for identifying "dependable motives" of college students (McKeachie, 1963, p. 1119), but still little is known about such matters. However, for one population, that of undergraduate education students, a sequence of dependable motives or concerns has been identified and described.

An understanding of the regularities of their sequence of concerns can be very useful to teacher educators. Programs can be developed which are tailored to the concerns of prospective teachers as they experience these concerns.

Programs based on teacher concerns do more, however, than just increase the "relevance" of teacher education. Such programs, when tested, have been found to place on the prospective teacher more responsibility for his own learning. They also increase the satisfaction students report with their courses, instructors and professional preparation generally. They produce desirable changes in teacher personality and teaching behavior. In addition procedures have been devised which meet most ethical, practical and personal objections to attempts to change teachers and teaching.

Far from watering down preparation, such procedures enhance the impact of substantive content. They integrate the needs of students and the expertise of the specialist within an orderly framework. Content can be presented "psychologically" as well as logically. Innovations, both "hard" and "soft," can be located in the model for empirical tests of their relevance. Obviously use of the model can be of clear benefit to education students.

The teacher educator can benefit too. In the usual situation, education students go through a very complex developmental process. Of much of this process the students themselves are unaware. The model presented here gives teacher educators access

to this very complex, usually invisible process. It enables the educator to tap existing motivation and to increase that motivation's impact on learning. Most important, the teacher education program can be adapted to meet the resources of the teacher educator as well as the needs of the neophyte teacher.

This program, to be described in two parts, has a price as well as rewards, a price which may be personal as well as economic. The purpose of this first part is to describe the model in general terms without repeating research reported elsewhere (Fuller, Menaker, Peck, & Bown, 1967; Fuller, 1969; Fuller, Peck, Bown, Menaker, White, & Veldman, 1969). A second part will describe some applications of the model to teacher education programs, and courses, some caveats, and some outcomes which can be expected. The general purpose of this description is to help the teacher educator decide whether the rewards are those he values and whether the price will fit his purse.

RELEVANCE

The Slip 'Twixt Cup and Lip'

From many directions come demands that the voice of the consumer be considered in the process of planning what he consumes. The current phrase is "Power to the people!"

In education too the tocsin sounds. "The challenge that speaks (and sometimes shrieks) of 'relevance' can be rejected, ignored, controverted, rationalized, or redefined in less objectionable terms, but it still exists and must be contended with in one way or another" (Mitchell, 1969, p. 695).

The planner, administrator, manufacturer, educator, all turn ready ears and proclaim their willingness to include the consumer's voice as imput in their planning. Why then their prolonged failure to do so?

The usual reason given credence by the disappointed consumer or student is that those with power do not really wish to attend to the people. But quite a different explanation is possible. Perhaps the voices cannot be clearly understood. Perhaps the input has not been conceptualized in a way that is understandable and useful to planners. Perhaps what the people want and what experts offer have not been adequately articulated. Our thesis here is that such conceptualization and such articulation are possible and worth doing. Considerable headway on these tasks has already been made in teacher education where the need is great.

RELEVANCE AND TEACHER EDUCATION

The Problem

Much research (Fuller, Pilgrim, & Freeland, 1967; Fuller et al., 1969; Yamamoto, Pederson, Opdahl, Dangel, Townsend, Paleologos, & Smith, 1969) in addition to our own, attests to the widespread dissatisfaction of undergraduate education students with their professional preparation. Many students are reluctant - or were five years ago when our last study on that matter was concluded - to express their dissatisfaction openly. But, when guaranteed confidentiality, a large proportion agree that most of their education courses are worthless to them. A recent issue of the Journal of Teacher Education (Gant & Masterton, 1969), in fact, posits relevance as a criterion for selecting teacher education objectives and a few pages later reports the "rather pervasive feeling in (education) students of frustration at what they perceive to be trivial, fractionized and irrelevant curricular experiences" (Yamamoto et al., 1969, p. 474).

The charge of students is, essentially, that their needs, as they experience these needs, are not considered by those who plan professional preparation for them. Students feel they are taught only what teacher educators believe teachers need. They feel they are not taught what they believe they need.

This charge is probably true. Teacher education institutions rarely, if ever, consider in their program planning what education students want to learn. A review of the literature through 1968 (Fuller, 1969) on this subject found much speculation about education students' perceived needs and some empirical studies of their perceived problems, but not a single institutional effort to consider formally, in program planning, what prospective teachers feel they need and want in their preparation.

Students' widespread dissatisfaction poses more than a political problem for teacher educators. Students who consider their education irrelevant to their needs are probably learning less than they might learn. Considerable evidence attests to the importance of motivation to learn. McKeachie (1963, p. 1119) says:

> We know that student learning and memory are closely tied to motivation. Students usually learn what they want to learn, but often have great difficulty learning material which does not interest them. Most of us have to recognize that not all students are deeply interested in everything we want to teach them.

> Our primary problem, then, is motivating students. Usually the learning psychologist stops with this point, but to be useful the principle of motivation needs to be accompanied by information about dependable motives of college students.

Overview of a Remedy

Dependable motives might be thought of as "concerns" or feelings that say "I hope I can do it; I am not sure I can; I am trying to do it."

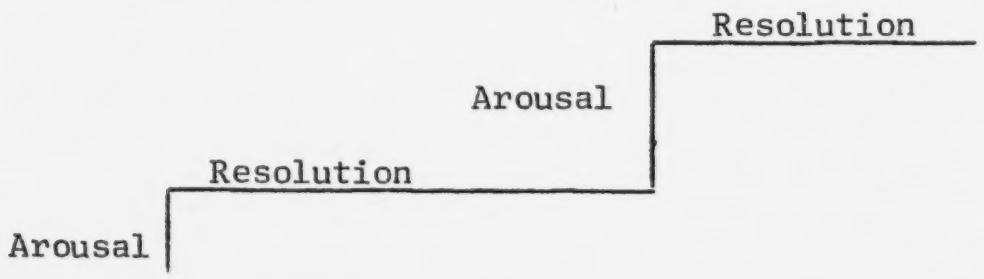
Relevance might be thought of as the "match" between concerns (the problem the student is working on) and program (the problem the student is given help with).

To discover whether dependable motives exist among education undergraduates, the Research and Development Center for Teacher Education of The University of Texas at Austin, and its research project predecessors at the University, have studied intensively, since 1961, the concerns of education students and of inservice teachers. Data have come from individual and group counseling typescripts, records of depth interviews at graduation, from teachers' written statements and from video tapes of classroom teaching (Fuller et al., 1967; Fuller, 1969; Fuller et al., 1969). A dependable pattern of concerns emerged. The broadest dimension on which concerns are ordered seems to be the self-other dimension: from concern with self at one end to concern with pupils at the other end.

When students were taught material at the time it concerned them, some important effects were observed. First, students' satisfaction with both courses and instructors was greater than when they were taught material which did not concern them at that time. Second, all course content related to teaching seems to be of concern to teachers at some time and in some form.

Of prime importance, of course, is precise specification of the concerns of prospective teachers and of the substantive content related to those concerns. Considerable work has been done on the first of these tasks: specification of the concerns of teachers. Little has been done on the specification of the substantive content from various disciplines related to these concerns. There is great need for this Herculean labor. We hope the physical scientist, social scientist, artist, linguist -- all those who contribute to the content of teacher education and of public school education -- will attempt to conceptualize their disciplines in terms of developing teacher concerns.

Specification of content according to concerns is particularly important, because progress from less mature to more mature concerns seems to occur through concerns-related content. Concerns need to exist and may have to be aroused. Concerns, once aroused, need to be resolved so that more mature concerns can emerge. Successive arousal, resolution, arousal and resolution are steps up a learning staircase.



Arousal seems to occur during affective experiences -- for example, during confrontation with one's own video tape. Such procedures have been developed and will be described. Resolution seems to occur through more cognitive experiences: acquisition of information, practice, evaluation, synthesis and so on. Resolution of concerns seems to be important not only so students can develop more mature concerns, but to prevent their slipping back to less mature concerns. Procedures to arouse concerns are well-developed. Procedures to resolve concerns have not been developed. The work that needs to be done on resolution of concerns will be discussed in the second chapter.

TEACHERS' AWARENESS OF THEIR CONCERNS

What is a "concern"? The world is not perfect. Sometimes we see one of its imperfections and try to right the wrong. Perhaps we face a task or challenge and attempt to cope with it. When our attempt is unsuccessful, we think about ways we could achieve our goal. This constructive frustration is concern.

Sometimes we anticipate a future situation and predict to ourselves that we may not be able to cope successfully in that situation. This anticipation is concern also.

In general, a concern is what a person is trying to do in a particular situation. Elsewhere he may be trying to do something different. But concern is defined here as what he is trying to do here and now.

Public Concerns

Each of us has some concerns which he shares with others and some concern which he keeps to himself. The concerns we share

we might call public concerns. If I share a concern with another person, that concern becomes, in a small way, public. This is apt to be true of problems for which it is acceptable to ask help. For example, a child faints in class. The teacher feels free to admit that she needs help and without hesitation calls for help. The teacher is not expected to know how to treat a very sick child. So the teacher makes her concern public: she lets others know she is concerned.

Private Concerns

In other cases, we do not share our concerns with others. We know what concerns us but the other person does not know.

What each person knows and does not know about his own experiencing can be illustrated with a four box diagram.

		SELF	
		Known to Self	Unknown to Self
OTHER	Known to Other	Public A	Incongruent C
	Unknown to Other	Private B	Unconscious D

The columns represent what is known and unknown to the person himself, the person who is doing the experiencing. The rows represent what is known and unknown to others, those who observe the person doing the experiencing.

In the first box A, the concern is known both to the person himself and to another person. For example, the teacher says to the class, "Let's be quiet on our way to lunch." The class knows the teacher is concerned about noise in the hall. That concern is public.

The teacher is also wondering whether the lunch menu will conform to her diet, and if it does not, whether she will eat the brownies. She does not tell the class though. This concern is private. The teacher (self) knows, but others do not know. Such private concerns are represented by quadrant B above.

Incongruent Concerns

If we look at the diagram again, at box C in the upper right hand column, we see that concerns may be known to others but not known to the self. These are concerns we have, concerns of which <u>others</u> are aware, but of which we ourselves are <u>not</u> aware. Can we have concerns of which we are not aware?

Miss Smith is walking beside the class telling them to be quiet. As they approach the principal's office door, John notices several things. Miss Smith straightens up. Her shushing becomes a little more insistent, then stops after they pass. John knows that Miss Smith is concerned about the principal's good opinion. Miss Smith does not know, or at least she could not freely name, what she feels. It may be apparent to any observer that Miss Smith is concerned about the principal's good opinion. At the same time, Miss Smith might deny it and even maintain that she is not concerned about the principal's opinion.

A classic example of incongruent behavior is the loud, angry comment, "I am not angry! I am not shouting!" Congruence is awareness of one's own feelings, a good match between what one feels and what one knows about what he feels. Incongruence is lack of awareness of one's feelings. Incongruent concerns are those of which another person is aware, but of which I, the owner of the concerns, am not aware. These concerns are represented in C above.

Unconscious Concerns

One kind of concern can exist that is recognized neither by the person himself nor by others around him. This is illustrated in cell D of the diagram. Consequently, there is no way of knowing what, if anything, is there until it "dawns" on the person or on someone else. If it dawns only on the person himself, it becomes private (A). If it dawns only on an observer, it becomes incongruent (C). For example, an experience from this sector may move to the private sector when some insight dawns. We say "I know now that was how I felt then, but I didn't realize it at the time."

A teacher may have a feeling something is amiss but not be sure exactly what it is. She may think she is concerned about one thing, a private concern perhaps, and actually be concerned about something else, something of which she is not aware, an unconscious concern. A common example is a student teacher's concern about discipline. She says, and truly believes, that she wants the class to quiet down. Still, she stands by helplessly when the class is unruly. Many alternatives are

suggested to her that would achieve her expressed objective of quieting the class. But she does not accept the suggestions, or if she tries to do what is suggested, the suggested method fails. For example, she it told to be, and tries hard to be, "stern." But her sternness is half-hearted. Her heart is just not in it. Then one day the truth dawns on her. She is not concerned entirely with discipline as she thought she was. She is concerned also with a quite different goal. She is concerned with winning the affection of the class. She wants them to like her. She fears that if she reprimands them, they will not like her. She is concerned both about a problem of which she is aware (discipline) and about a problem of which she is not aware (being liked). She was not sufficiently aware of this last concern to put it into words, but it was there. When the truth dawns, her concern moves from the unconscious sector to the private sector. No one else knows, still; but she does.

Concerns and Behavior

Four kinds of concerns have been separated here only to simplify explanation. In real human behavior, all four kinds appear together. For example, each of two people talking may have all four kinds of concerns, as in this teacher parent conference.

> Mrs. Smith, Jenny's mother, told Mr. Volk, Jenny's teacher, that she wanted Jenny to do her best but did not put pressure on her beyond her capacities. (Both Mrs. Smith and Mr. Volk recognized that this was true; therefore, this was publicly known to both of them.) Privately, Mrs. Smith hoped she could report to her husband that Jenny did less foot-dragging at school than she did at home in order that Mr. Smith would not be so hard on Jenny. (This was private, known to Mrs. Smith but not to Mr. Volk.) Mrs. Smith did not know that Mr. Volk saw that she was tense and not paying full attention to his suggestions about outside activities for Jenny. (Her tenseness and inattention were apparent to Mr. Volk, but Mrs. Smith was not aware of them.) Neither of them knew that Mrs. Smith was tense because whatever was said about Jenny might as well be said about her.
>
> Since this teacher is a person, he too is both aware and unaware of some of his experiencing.
>
> Mr. Volk told Mrs. Smith that her daughter was one of the quietest children in the class. (This was public.) Privately, he was anticipating the next

parent conference about a child who might have to be retained. Mrs. Smith realized Mr. Volk didn't know Jenny very well because he called her Jinny, probably because her name on the school records was Virginia. However, she didn't mention it and slurred the e when she mentioned Jenny's name. So Mr. Volk did not know about himself what Mrs. Smith knew about him. Neither of them realized one reason Mr. Volk was hurrying through the conference was that he didn't want to overcommit himself to Mrs. Smith. He regarded her, without actually thinking about it, as an overprotective mother.

Both Mrs. Smith and Mr. Volk are participating in a complex interaction. Its complexity can be compounded when others are involved; e.g. if Mr. Smith were present. Its complexity is further increased when other factors, such as the social and economic backgrounds of the participants, are different or when some more or less irreversible decision is under discussion.

> Such complexities are not limited to parent-teacher conferences. The interactions of children with teachers are complex, too. The teacher makes choices, 'simple' ones like which of 20 waving hands will get the nod to respond or 'more considered' ones like transfer of a child to another classroom. In making such choices, both aware and unaware experiencing is involved. In the act of choosing one waving hand over another, the teacher may awarely be choosing the child who rarely volunteers. The children may be aware that, from those who volunteer least, the teacher generally chooses boys rather than girls. The girls, acting on this feeling, may tend to volunteer less often (Fuller, Bown, & Peck, 1967, pp. 7-8).

Awareness of Concerns

The willingness of an education student to share his concerns, and his awareness or lack of awareness about his concerns, are important to the teacher educator.

Education students have concerns that are private or unconscious, i.e. the teacher educator does not know they exist. Private concerns are those the student does not share. Unconscious concerns are those the student could not share even if he would. Still, such concerns exist even if the teacher

educator does not know about them. Such concerns influence what interests students and what students learn.

Consequently, teacher educators need to know what these concerns are. Ways of finding out about private and unconscious concerns, ways that are ethical and acceptable to students, have been developed and will be described later.

PHASES OF CONCERNS

Studies of the concerns of education students and of teachers disclosed regularities in their concerns (Fuller, 1969). These regularities made possible construction of a developmental model for understanding the concerns of prospective teachers. The model consists of three major phases of concerns. Within each phase are specific concerns. Any of these specific concerns may be private, public, incongruent or unconscious, depending on the person and the circumstances.

First, education students who have not taught at all are not concerned about teaching. They cannot visualize very well the specific tasks involved in teaching, so they don't know what kinds of tasks or problems they will have. They just don't know what to be concerned about, or even whether they should be concerned about any aspect of teaching at all. They do have concerns though, mostly about themselves. So this phase is called the Phase of Concerns about Self.

After their first contact with teaching, education majors are still concerned about themselves, but now they are also concerned about themselves as teachers: with their ability to survive in the new school situation, with their content adequacy and with their capacity to control the class. They are not really concerned with pupil learning (although they may think they should be concerned about pupil learning and give lip service to such concerns.) They are still concerned about themselves as they were before teaching, but the actual teaching experience adds a new set of concerns on top of the old ones. This phase is called the Phase of Concerns about Self as Teacher.

Much later, after concerns about themselves and about their own adequacy are resolved, teachers become concerned about pupil learning, about their own effect upon pupil learning, and about changes in themselves and the world that will facilitate pupil growth. This is the Phase of Concerns about Pupils.

These three phases generally seem to occur in this sequence:

I. Phase of Concerns about Self
II. Phase of Concerns about Self as Teacher
III. Phase of Concerns about Pupils.

Phase I includes many kinds of concerns, all the concerns a person has about himself as a person who is not a teacher. The next phase, Phase II, includes three kinds of teaching concerns; and Phase III includes three different kinds of teaching concerns.

Of course these are not entirely distinct stages. They overlap. The first and second phases merge into each other as self concerns persist and concerns with teaching are aroused. Even Phase II and Phase III concerns merge since some self concerns may persist even after teachers have become concerned about pupils. Typically however, teachers express more concerns in one phase or in adjoining phases.

PHASE I, PHASE OF CONCERNS ABOUT SELF

In 1962, a hundred beginning education students seen in confidential depth interviews reported how they felt about a particular introductory education course. Ninety-seven of them spoke disparagingly of the course, generally feeling the course was irrelevant to their needs. The other three were articulately enthusiastic about the same course taken at the same time, in the same classroom, from the same instructor. Interestingly, the three enthusiasts were two mature men and a woman, all with considerable teaching experience. One possible conclusion was that the typical young undergraduate is not <u>prepared</u> to benefit from education courses as they are now taught.

Subsequent studies supported the idea that very young, inexperienced undergraduates are not concerned about teaching at all. They have not experienced problems and challenges in the classroom and so cannot anticipate their inability to meet the challenges. They are not looking for ways to resolve anticipated problems because they do not know what to anticipate.

Such young people do have concerns. They are concerned about themselves. They have the concerns typical of their age group: concerns about boyfriends, roommates, parents -- typical adolescent concerns. But they have no realistic concerns about teaching or about themselves as <u>teachers</u>. When these students were asked directly what concerned them about teaching specifically, their responses were vague. Most often they didn't know what to be concerned about. They thought of teaching in terms of their own experience as pupils and as college students. They did not

think of themselves as teachers, as professional persons facing the tasks, and challenges of teaching. They simply could not picture themselves standing in front of a class, with responsibility, in a position of authority, having to make decisions without recourse to someone else who <u>really</u> had the authority.

When such students knew they were about to teach, they expressed concerns about the coming teaching experience. These concerns were based mostly on hearsay: discipline problems, getting a good grade or wangling an assignment to a favored supervisor.

Apparently young students without any teaching experience at all cannot be concerned about teaching in the same way that others who have taught are concerned about teaching. Inexperienced students register for education courses for a variety of motives: to find out whether they will like teaching, to please parents, to have something to do between college and marriage, because they are afraid of work involving adult relationships and many more. They have concerns, but these are not <u>teaching</u> concerns, that is they are not concerns related to real tasks, problems, challenges of teaching.

Of course not all beginning education students are unconcerned about teaching. Some have had informal or vicarious teaching experience: in Sunday school, as camp counselors or in conversations with parents who teach. Some can visualize themselves as teachers and anticipate teaching tasks. But other students are not able to visualize themselves as teachers. They do not know what to be concerned about. Such students are in a non-teaching phase: the first phase, <u>Phase of Concerns about Self</u>.

PHASE II, PHASE OF CONCERNS ABOUT SELF AS TEACHER

In this next phase, students are still concerned about themselves, but now their concerns are about <u>themselves as teachers</u>. They are concerned about protecting themselves, about their ability to survive in the school, about their content adequacy, about their capacity to control the class. They are not really concerned about pupil learning (although they think they should be and may say they are). During this phase, they have three kinds of concerns. They ask (1) <u>Where do I stand</u>? (2) <u>How adequate am I</u>? (3) <u>How do pupils feel about me</u>? <u>What are pupils like</u>?

Education students have specified just what these three questions mean to them, in interviews and in counseling-oriented seminars. Illustrations from typescripts are included elsewhere and will not be repeated here (Fuller et al., 1967; Fuller & Case, 1970; Fuller & Newlove, 1970).

Concern 1, Phase II: Where Do I Stand as a Teacher?

Students are concerned with the coming teaching situation and with their position in it. They literally sit on the edges of their chairs waiting to find out about their assignments, the school, the grade level, the supervising teacher, the university supervisor, the rules of the school, the orientation of the principal, and especially the expectations of supervising teachers, the requirements of the task and the limitations, both verbalized and tacit, upon them.

Students are concerned with the problem of discerning real expectations, the behaviors for which real rewards are given as opposed to those which just get lip service. They search for the real power structure.

Student teachers have reported being criticized as "unprofessional" because they avoided the teachers' lounge. Elsewhere, the telephone as well as the lounge is explicitly forbidden them. One principal may feel that student teachers who send pupils to his office for punishment are abdicating their responsibility; another may back them up and invite them to witness the paddling. If they ignore noisy members of another class in the hall, they might be judged irresponsible; if they take action, they might be told to stop "interfering." Evaluating the subtle cues on which such judgments could be based calls for social sophistication and sometimes two-faced inconsistency. Many otherwise dedicated, knowledgeable student teachers won't "play it smart." "The kids need me more than the principal needs a new bulletin board! Well, maybe I can get a job without his recommendation."

During this stage, some students merely worry about their student teaching grade, but most try to discern how parents, supervising teachers, principals and others evaluate them.

In summary, actual teaching experience arouses new concerns with teaching. But concerns about self are still strong. The question in Phase I was, "Where do I stand?" In Phase II the first question is, "Where do I stand as a teacher?" What are the rules in this new situation, the real rules? Who has the power to decide? What kind of behavior is really rewarded? What is expected of me? What am I supposed to do? How do I find out when I have succeeded and when I have failed? Where do I stand, in this new situation as a teacher?

Concern 2, Phase II: How Adequate Am I?

The overriding concern in this phase is adequacy in class control. This is, of course, no surprise to anyone who has supervised student teachers. As hunters discuss the chase and

sailors the shipwreck, student teachers from K through 12, but particularly in junior high school, talk about "discipline." Resolution of the need, on one hand, to be liked by pupils and, on the other, to frustrate their impulses in the interests of socialization, causes discomfort to most student teachers. For some, however, attempts at class control are deeply traumatic. For a student teacher who was a lonely only child, "discipline" may mean alienating potential "playmates" in the class or even "brothers" and "sisters" whose late arrival makes them more precious still. For the rebel, class control may be "going over to the enemy." Unconsciously hostile student teachers sometimes may panic in fear of their own rage; passive ones cry, narcissistic ones can be titillated manipulated.

In addition, discipline in student teaching is vastly complicated by the presence of a supervising teacher. First, his standards, if even slightly different regarding tolerable noise level and impulse expression, add another dimension to an already complex situation. More important, his aims and those of the student teacher are often at odds: the teacher's aim is success for his pupils. As we will see later, the experienced teacher is concerned about his pupils. He does not like them to suffer either by omission or commission. He wants good teaching. The student teacher on the other hand needs the freedom to fail.

New teachers have few means of controlling the class. Their repertoire of "staring them down," snapping fingers, making pupils "freeze," writing names on the board and so on, works only temporarily. As all experienced teachers know, remaining in control is more complex than merely keeping order. The teacher's degree of control is influenced by many factors: by her status, the situation past and present, her relationship with the class, their opinions about appropriate behavior, their age, social class, mood and a host of other factors. The same class behaviors may be problems to one teacher, in one situation and not to another. "Problems" can be symptoms of boredom, frustration, or joy; of discrepant behavior standards, or they may have nothing at all to do with the teacher's behavior.

But the view that discipline problems, like a fever, are merely a symptom, is relatively infrequent among beginning teachers. Discipline problems are usually treated as discrete events susceptible of cure by prescription, although the symptom hypothesis is given lip service. Student teachers feel there must be some trick to it. No one will tell them what the trick is!

The reason for this conviction seems to be that, once class control is admitted to be a product possibly, of emotional

interaction between teacher and class, what the teacher feels (and cannot change quickly, if at all) instead of what the teacher does, is subject to inspection. Subject to inspection too, would be many values of doubtful lineage, unexamined feelings, shaky convictions. In the area of discipline, it is not possible to abstain. The teacher always does something. Even doing nothing is doing something. In fact doing nothing is often doing something very important!

This second concern of Phase II, "How adequate am I?" evidences itself mostly in comments about class control and discipline. This is the concern with which students most want help. But since the problem of discipline is more complex than it appears to them, they are also concerned, (though unaware of these concerns) about their professional roles, about the satisfactions of teaching and about their own relationships and lives outside the class. These are concerns of which they, the education students, may not be aware, concerns which exacerbate the problem of discipline.

For example, a female neophyte teacher has discipline problems with the boys only. When her own dating problems outside school disappear, so do her discipline problems in the classroom. Her concern was not with "discipline" but with being liked by males.

Obviously the concern "How adequate am I?" can be very broad. It can include concerns about everything from a shaky voice and one's professional commitment on the one hand, to sexual adequacy on the other. Concern about discipline is the neophyte's rubric for this question, but concern with adequacy in many areas may underlie expression of concern about discipline. One concern is with subject matter adequacy. What do you do when a child asks about the past tense of "lie" and "lay" when this is something you've never been clear about yourself? What will the class think when you have to say, not the first or fourth, but the tenth time, "I don't know" or "Let's look that up."

The second concern of Phase II then, is really not just concern about discipline, but concern about one's adequacy as a person and as a teacher on many criteria.

Concern 3, Phase II: How Do Pupils Feel About Me? What Are Pupils Like?

At this point education students are concerned about personal, social and emotional relationships with pupils. They are concerned about pupils as individuals and about the feelings of pupils. They have seen individual faces, learned names. They

start to wonder what is going on behind the faces they are just learning to distinguish. They feel a relationship growing within themselves. They wonder whether pupils share their feelings, what pupils think about them, why pupils act as they do, where they live and what their lives are like outside the class.

Although this concern involves pupils, self is not forgotten. Students say, "I'm attached to every child." or "Maybe I am becoming too personally involved with the children." "Do they think I am just a rich college kid?"

Still, they notice individual pupils, particularly the "problem" pupils and their strange behavior. At this stage, the concern is less with means to resolve the pupil's problem, although solutions would not be unwelcome. More often it is the teacher's own feelings about the child which are troublesome to the teacher, not the child's feelings about himself.

There is some concern about understanding the pupil, but still some concern about self, about my feelings about how he is. Self forgetfulness has not yet occurred.

Summary of Phase II: Concern with Self as Teacher

Teachers in Phase II have 3 kinds of concerns:

1. Concern about the new situation and new expectations; and about others' rules and others' evaluations of their adequacy. They say, "Where do I stand?"

2. Concern about their personal adequacy, about their ability to satisfy their own needs, to answer questions about content, to do what they must, especially to control the class. They say, "How adequate am I?"

3. Concern about their relationships with pupils, with their own feelings about pupils and pupils' feelings about them. They say, "How do pupils feel about me? What are pupils like?"

We will call these Concerns #1, #2, and #3 within Phase II.

PHASE III, PHASE OF CONCERNS ABOUT PUPILS

In this phase, students are concerned about pupils. They have three concerns: (1) Are pupils learning what I'm teaching? (2) Are pupils learning what they need? (3) How can I improve myself as a teacher? (And improve all that influences pupils?)

Concern 1, Phase III: Are Pupils Learning What I'm Teaching?

Now students are concerned about pupil gain in knowledge and to some extent gain in pupils' understanding, application, synthesis and evaluation of what is being taught them. Students are concerned with teaching methods which help pupils learn what is planned for them, usually cognitive gain. What is to be learned by the pupil is decided by the student in his role as teacher. The following example from a seminar is illustrative of a dawning concern with pupil gain, a transition from Phase II concern with self as teacher to Phase III concern about pupils.

In seminars, student teachers rarely asked the question, "Will the class remember that?" Although outside the seminar they often discussed with their supervisors the responses their classes made, and even devoted considerable time to an evaluation of what learning had taken place, this question was not raised spontaneously by the student teachers themselves in the early seminars.

The student teachers obviously knew, in an intellectual way at least, that evaluating what their pupils were learning was important in the eyes of their university supervisors. This became apparent when a university supervisor unknowingly set off a near panic by suggesting immediately before the start of a counseling seminar that he would like the student teachers to reflect in their lesson plans the provisions they were making for individual differences among their junior high pupils and for evaluating the individual learning that took place.

As he spoke, the student teachers rapidly made notes. When he asked if there were questions, there was only one about the form this was to take. Then the university supervisor left. As soon as the door closed, there was a loud explosion of comments:

Several: What did he mean? Someone run after him. (Someone started out the door.)
S. T. 1: (Shouting over the din) Wait a minute! Maybe we can figure this out!
S. T. 2: What did he mean about individualizing your lesson plans?
S. T. 3: I think he meant individual levels.
S. T. 1: I don't think he meant that although we've been talking about it in here. I think maybe that I have not been applying theory. I mean I have given a lot of individual attention without their knowing it. (Illustrates by recounting an incident from her class.)

S. T. 4: I think that is what he means but in the plan, not in just telling the child, but on a mass level of individual attention and planning. For example, a variety of assignments. Since you have a feeling of confidence now about the mechanics of teaching, start putting more time in on the planning. Is that what he means?

S. T. 5: Yes, that makes sense.

S. T. 4: Before we looked up and saw a sea of faces and you could just tell when someone was eating candy or the main thing was when someone wasn't working. Now we can change the lesson or explain it more thoroughly and look out for individuals more than just getting the work done (Fuller et al., 1967).

The student teachers in this seminar were still not concerned with assessing the learning resulting from their teaching. The supervisor aroused some concern about what the pupils were actually learning as distinguished from what the teacher believed herself to be teaching. In this phase, students say, "Am I getting across to them? I mean, <u>really</u> getting across to them?"

<u>Concern 2, Phase III: Are Pupils Learning What They Need?</u>

Now, students are concerned not just about pupils' absorbing and regurgitating what has been taught them. Gain in knowledge was their concern when they asked, "Are pupils learning what <u>I'm teaching</u>?" The new concern, "Are they learning what <u>they</u> need" is quite different. The needs of <u>pupils as persons</u> are of concern.

The concern is not only with cognitive gain, but with affective influences and affective gain as well. Students are concerned with procedures to achieve that kind of pupil gain. They say, "I am trying to decide whether moving Mary to another fourth grade would help her. She seems afraid of me."

Sometimes the concern shows itself more clearly in an action than in expression of a concern. "The rest of the class was doing arithmetic, but he was drawing a test tube, probably because of the science lesson this morning. Still, he had not put pencil to paper all year until today. I was so glad he was doing <u>something</u>, that I gave him a <u>bigger piece of paper</u>." This teacher has translated her concern into action. She disregards what she is teaching, arithmetic, to consider what is possible for the child to learn. She accepts what he is able to do,

what he can learn, instead of demanding what she wants and what he is not able to give. She even enlarges his efforts, truly "personalizing" her teaching.

Teachers with this concern are trying to figure out how the world looks to a pupil, what the pupil is trying to do or where he is trying to go. Such teachers are trying to discover the pupil's concerns. They are asking, "Are pupils learning what they need?"

Concern 3, Phase III: How Can I Improve Myself as a Teacher?

Although these words are spoken often, this concern is so rare that our conceptualization of it is drawn from only a few observations of it. Hence this description is highly tentative. This concern is self-forgetful. The teacher is unconcerned with her own protection, pleasure or gain. She is concerned with anything and everything that might contribute to the development not only of the pupils in her own class, but of children generally, She may be concerned about herself as an instrument of change, as an interpersonal influence. She says, "What do I do that influences pupil development?" "How does what I am change them?" "What changes, anywhere, are possible to facilitate the development of these children?"

Although the concern is broad, it manifests itself in specific questions and decisions. "Should I tell Mrs. Moss her son's I.Q. score?" "This school lunch program needs to be extended to breakfast. Hungry children cannot learn." "I am looking for a science workshop. I feel my science teaching is not what it should be."

The rarest and possibly the most mature concerns of all, involve attempts by the teacher to examine her personal impact on pupils, perhaps to bring to conscious awareness aspects of her impact of which she is only dimly aware.

Interactions of which the teacher is not aware can occur between her and a child. One example was given earlier of a teacher's conscious concern with discipline and her other concern with being liked, a concern of which she was not aware. Such a concern with discipline might be thought a concern with self. It is of course, a concern with self protection if the teacher remains concerned with discipline. But if the teacher becomes concerned about bringing to her own conscious awareness possible preconscious aspects of her relationship with the class, her question is, "What do I do that influences them?" This is a very different concern, a concern with pupil gain, even if such concern involves the risk of new and possibly painful insights into one's self.

In the counseling seminars mentioned earlier, many unconscious interactions, between student teachers and their pupils, were apparent to counselors. The impact one student teacher had on her pupils would often be apparent to other student teachers in a seminar, but not to the student teacher herself. For example, one student teacher had a "minor discipline problem."

S. T. 1: I say, "Yes, that's your homework." Then they wave their hands to ask questions and they let "Mama" slip out.
Several: They really do?
S. T. 1: And I say! Imagine! Thirteen year olds!
S. T. 2: You mean they know they're doing it?
S. T. 1: Maybe some of them do. But I can remember when I was in grade school, I used to let "Mama" slip out all the time.
S. T. 2: Yes, but not in high school!

At a later meeting:

Counselor: Do they still call you "Mama"?
S. T. 1: No, they've grown up all of a sudden.
Several: They have?
S. T. 1: Well, they were the ones that were calling me "Mama," (Laughs) I wasn't calling them. No, but really, they have quit calling me "Mama." One even asked what my married name would be.

The group knew, if she did not, that what she was, a "Mama hen," spoke so loudly to the class that they could not hear her tell them not to call her "Mama."

Student teacher #1 did not share with others her private concern about her pupils' calling her "Mama." She worked on it though. She did not want her pupils to call her "Mama" because calling her "Mama" was embarrassing to them, immature behavior. She had to find a way to help them to stop. She told them not to do it, but they persisted. Then, apparently, it dawned on her that she was eliciting the behavior herself. Something in her behavior or her attitude told them she was a "Mama." Once she saw the problem, she could work on solving it.

At the last meeting of the group, without referring to the "Mama" incident, Student Teacher #1 said: "Oh, I know me -- I'm the mother hen" (Fuller et al., 1967).

Evidence for This Sequence of Concerns

The postulated sequence of concerns phases is: first, Phase of Concerns about Self; second, Phase of Concerns about Self as Teacher; third, Phase of Concerns about Pupils. In short, education students first have concerns about themselves that are not directly related to teaching. Later, they are concerned about themselves as teachers. Still later, they are concerned about pupils. Is this sequence in fact true?

Studies of concerns of various groups of teachers in different countries over the past forty years do support this postulated time sequence (Fuller, 1969). Beginning education majors typically express either non-teaching self concerns like those in Phase I or self-as-teacher concerns like those in Phase II. Graduating seniors are more likely than beginners to express pupil concerns like those in Phase III. Experienced teachers are more likely than either group to express concerns about pupils, like those in Phase III (Fuller, 1970).

This sequence may also be related to increasing proficiency in teaching. More experienced teachers, those likely to be more proficient, express Phase III concerns about pupils more frequently than do neophytes. In addition, experienced teachers who are rated "more effective" are more likely to have Phase III concerns about pupils while those rated "less effective" are less likely to have Phase III pupil concerns and more likely to have Phase II self concerns (Fuller, 1970). Too, teachers who express Phase III concerns teach differently than do teachers who express Phase I or Phase II concerns (Fuller, et al., 1969). In films of their teaching, teachers with Phase III concerns asked more questions and lectured less. They were rated as more interesting in their teaching. Since these are teaching behaviors usually considered characteristic of better teachers, it seems reasonable to conclude that when teachers are concerned about pupils, rather than about themselves, they are likely to do a better job of teaching, a not very surprising thought!

A reasonable conclusion would be that these concerns phases follow one another chronologically as teachers become more experienced. Also reasonable would be the conclusion that concerns phases are related to teaching maturity, so that the Phase I, Concerns about Self, is the phase of least maturity. Phase II, Concerns about Self as Teacher is a phase of middle maturity and Phase III, Concerns about Pupils is the most mature phase.

CONCERNS OF EDUCATORS

Most teacher educators are probably drawn from the ranks of experienced, superior teachers. Consequently their concerns (which have not been studied) probably are similar to those of experienced superior teachers, that is, they have Phase III concerns. If so, this is fortunate, since, as will be seen in a later chapter, educators who have primarily Phase I or Phase II concerns probably will not be able to apply the model successfully.

Undoubtedly all of us are, at various times and because of various reasons, concerned primarily about ourselves. Some tentative evidence supports the notion that these concerns phases are universal and perhaps recurring. Maybe everyone, upon entering a new situation, goes through a phase of self concern and of orientation to a new situation. Perhaps the duration lessens with each successful transition.

However, some situations are permanently structured so that concern about self is continually necessary and appropriate -- "healthy" if we can put it so. Walking a tightrope does not encourage concern about the welfare of others! Consequently concern phases may be unrelated to one's "adjustment," "maturity" or to other socially valued qualities. Nevertheless, when concern about self is uppermost, regardless of the reason for, or the appropriateness of, the concern, application of the model is probably best delayed until self concerns of the professional himself can be resolved.

Administrators, supervisors, cooperating teachers, and others who help education students, probably have concerns that vary along the self-other continuum; that is, they too may have concerns about themselves and concerns about others. We can think about these as dependable motives after McKeachie, as goals, as concerns, or merely as what people are trying to get accomplished. Little is known about such matters (Fuller et al., 1967; Menninger, 1967). Such study, while important, is beyond our resources. We hope others will be moved to undertake it.

NEXT STEPS

If relevance is defined as the "match" between the level of concern the education student is experiencing and the level of concern to which education course content is addressed, it is not hard to see why students brand professional education programs "irrelevant." At best, concerns and programs are probably orthogonal, at worst in total collision.

Most education course content is probably relevant only for students with the most mature concerns. But teacher educators usually assume that, since they are concerned about pupils and pupil learning, their charges are also concerned about pupil learning. Obviously this is not so. Repeated assessment has consistently demonstrated that undergraduate education students are typically concerned, not about pupils, but about themselves or, late in their preparation, about themselves at teachers. Their need is great. What educators have to offer is surely ample. Procedures to join mouth and milk will be discussed in the next section of this manual.

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CHAPTER II

PERSONALIZED TEACHER EDUCATION

Of what use to teacher educators is this information about teachers' concerns? How can teacher educators use the model to tailor teacher education to the needs of education students?

No final answers to these questions are offered here and final answers probably are not desirable for two reasons. First, they would not be universally applicable. More important, however, is the probability that the satisfaction a teacher educator derives from devising his own procedures is important to students. Who does not enjoy more a meal offered in joy than from duty?

The concerns model is a generalized way of conceptualizing teachers' concerns. The model makes it possible to tailor the curriculum to large groups, like making a size 36 suit (without alterations!). The concerns themselves, however, always appear in the personal, idiosyncratic idiom of each student expressing them. Therefore, at this stage of knowledge about concerns and their meanings, some "alterations" are necessary. Concerns may have to be responded to personally. When further study has specified good procedures for resolving all concerns, "individual alteration" may not be essential. Such specification ought to be pursued. In the meantime, the person of the instructor, his perceptiveness and sensitivity, are vital ingredients in the concerns model mix if the curriculum is to fit well every individual student.

Consequently, the ideas offered here are intended as guidelines only. True, the procedures to be described have been studied, tried, assessed and found to produce desirable effects. (These effects will be described later.) However, the procedures used in those studies are certainly not the only possible applications of the concerns model to teacher education. Ingenious educators may devise procedures superior to any included here.

But even if educators do not devise totally new and different procedures, even if they use those described here pretty much as they are presented, the procedures must still be altered: translated by each teacher educator into the personal idiom of

his own students and adapted to his own situation and to his own talents and resources. For example, before these procedures can be used at all, some basic attitudes and personal qualities are probably necessary for the teacher educator: the ability to sit still and listen and attend to what is heard; the desire to value expression of feeling and concern. Beyond those qualities, special competencies such as expertise in particular subject matter areas are essential to the implementation of what is presented here. In short, the procedures presented here are more promises and challenges than fixed systems.

MATURING TEACHERS' CONCERNS: AN OVERVIEW OF POSTULATES

Maturity of concerns has been defined in terms of the early phase, the middle phase and the late phase of concerns. Early concerns with self are called the least mature, since these are characteristic of the completely inexperienced student. Late concerns are the most mature since these are characteristic of teachers who are both more effective and more experienced. Our objective is to bring about maturation of the concerns of students, that is to move undergraduate education students from concerns about themselves toward concerns about pupils.

Three conditions seem to be necessary to help students move along this path. Concerns must exist. Concerns must be known. And concerns must be resolved.

Assessment of Concerns

Do concerns exist? This is the first question since the presence, or absence, of concerns must be known. Teacher educators can assess the concerns of their education students by two procedures. One is content analysis of the Teacher Concerns Statement (TCS) (Fuller & Case, 1970) using an available manual. The second is informal clinical assessment by the instructor of comments of students stimulated by discussion of the booklet, "Creating Climates for Growth" (Fuller et al., 1967; Fuller & Newlove, 1970).

Arousal of Concerns

If teaching concerns do not exist, they may be aroused. For example, if a student is in Phase I and has no concerns about teaching, concerns about teaching may be aroused. Inexperienced students' concerns about teaching can be aroused by a teaching experience, even a very brief one, before they are permitted to register for their first education course. An economical procedure toward this end, one that benefits both

pupils and education students, is "The 15-Minute Hour: An Early Teaching Experience" (Newlove, 1969).

Awareness of Concerns

Education students need to be aware of their own concerns and able to share their concerns with others when they need help. Students can become aware of unconscious concerns through psychological assessment and counseling procedures. These are procedures which give education students feedback about themselves based upon their own responses to psychological instruments. The instruments and the feedback procedures are described in manuals (Fuller & Baker, 1970; Fuller & Newlove, 1970; Menaker, 1970; Veldman, 1970.)

The way in which awareness is thought to be increased by these procedures is illustrated below:

Insert Figure 1 about here

Concerns for which the teacher has not asked help are shared, and move from B to A in an atmosphere of trust.

Concerns of which the teacher is not aware, come to the awareness of the psychologist through assessment instruments and move from D to C. When the psychologist shares this information with the teacher, the teacher, too, becomes aware of her concern. The concern moves from C to A. Then the teacher can get help with this concern.

Some concerns just "dawn" on the teacher. She suddenly realizes she is more concerned with being liked than with discipline. Her concern has moved from D to B., but only she is aware of her newly conscious concern.

Resolution of Concerns

Once concerns about teaching exist, and the prospective teacher and her instructor are both aware of what her concerns are, they can resolve such concerns by accomplishing the tasks related to her concerns. The postulate is that when earlier, less mature concerns have been resolved, more mature concerns will either emerge spontaneously or they can be aroused. Eventually, the most mature concerns will be the lifelong goals of the professionally mature teacher.

In summary, concerns become more mature through a process involving assessment, arousal, awareness and resolution of concerns.

PERSONALIZING TEACHER EDUCATION USING A TEACHER CONCERNS MODEL

Increasing Awareness of Concerns

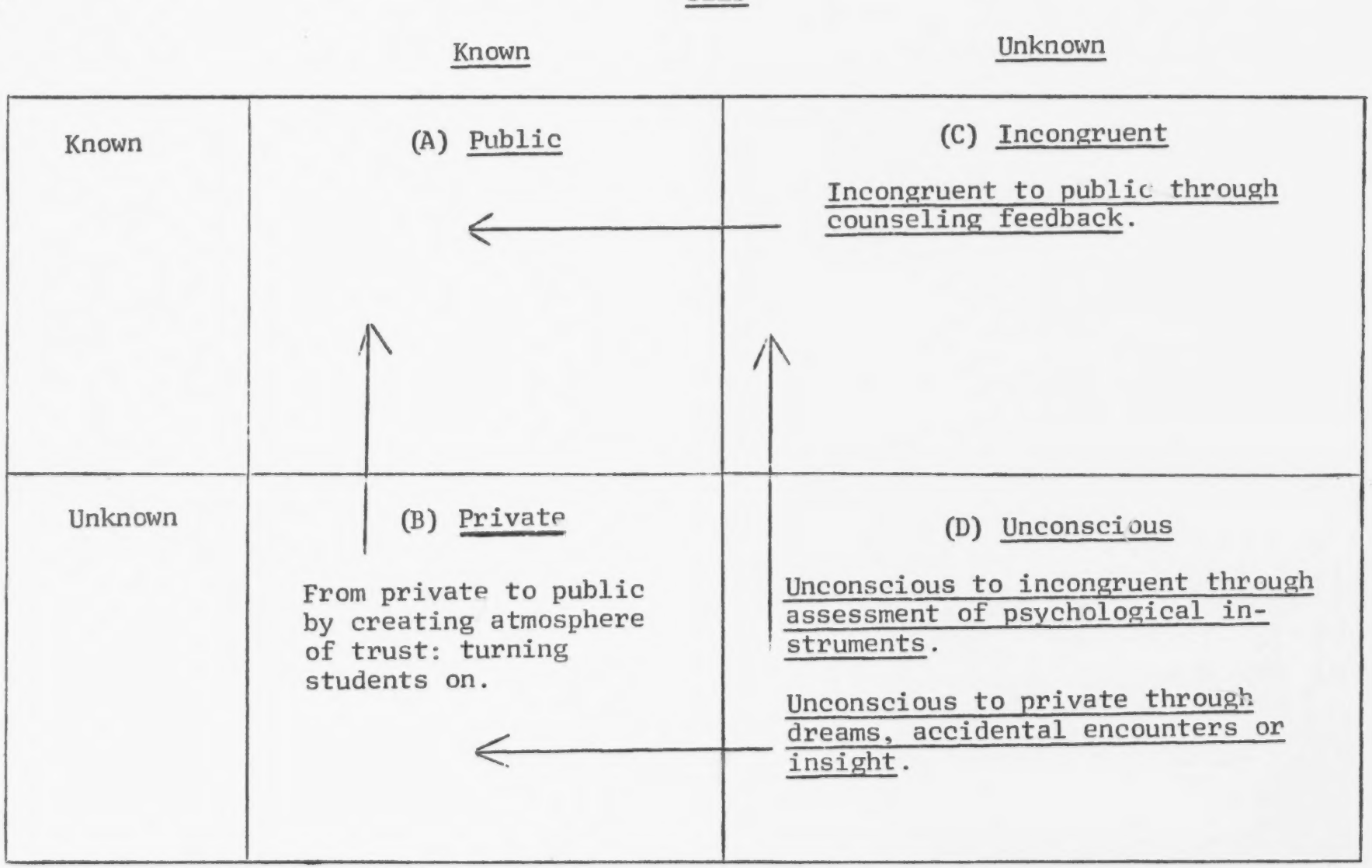

FIGURE 1

SUZY

In order to illustrate how all these procedures, assessment, arousal, awareness and resolution of concerns, look to a prospective teacher, we can follow the professional preparation of Suzy, a mythical elementary education student.

Suzy starts out with only early concerns, receives the complete "treatment" and emerges with late concerns. Obviously Suzy is not entirely typical. Few students need every experience that can be made available to them. Few students make so much progress. However, most students seem to need most of these experiences. A few students need none of the preparatory experiences to ready them for the most mature concerns. These few students come to teacher preparation with concerns about pupil gain already developed. Such students have usually been prepared by other life experiences and are already concerned about pupil gain (and instructional design), about pupil affective growth (and child development) and about the improvement of the educational enterprise generally (and the social foundations of education). Such students do not need concerns-maturing experiences. Their concerns are already sufficiently mature to benefit from well taught education courses. Suzy, alas, is not so mature!

ASSESSMENT

When Suzy makes application for admission to the elementary teacher education program, like every other student, she is required to fill out a number of forms. One of them is the Teacher Concerns Statement. She writes a paragraph in response to the question, "When you think about your teaching, what are you concerned about?" (She also fills out at the same time, some psychological assessment instruments having different purposes.)

In her Concerns Statement Suzy says she is concerned about getting better grades, about being able to stay awake in uninteresting, required courses and about deciding whether to get married or teach. Suzy's are obviously concerns about herself, early concerns.

Later on, Suzy's concerns will be reassessed, not only with these instruments but also clinically by her first instructor from her comments in class discussion and in individual conferences. In fact, the assessment of concerns is to be a continuous procedure throughout Suzy's program to be sure that her experiences meet her needs.

AROUSING CONCERNS ABOUT TEACHING

Suzy is not enrolled in an education course. Doubtless, she would fall asleep in that too! She is assigned instead to an Early, Brief Teaching group. She will teach a real class for 15 minutes, be audio taped while teaching and receive comments about her teaching from the pupils she teaches. She makes her own plan (which must be approved), finds her way to the school, sets up her own tape, teaches as she can. During the preparation period she discusses her plans with other students in the group who will also teach. An instructor stands by to answer questions and help when asked, but there are no scheduled classes. No formal instruction or advice is given her. If her plan is not approved she waits for the next go-around.

Suzy spends a lot of time preparing for those fifteen minutes and arrives at the school with her "props": a beehive and three charts.

That morning, while nine neophytes teach, the children have a ball and a smorgasbord of experiences. Their teacher joyously rests her feet. And Suzy has her moment of truth.

Even before she listens to her tape and reads the pupils' comments about her, Suzy has a different point of view about teaching. She has stood in front of a real class. She has been called Miss Smith. She has been treated like a teacher. The pupils looked where she pointed, answered when she asked, did what she said do. The pupils were more real, their faces more individual and her pulse was more rapid, all more than she could have imagined. She has been baptized.

After she listens to the audio tapes of other neophytes and they have commented on hers, after she has mulled over the comments of the pupils and gradually talked those comments over with other members of her group, two things happen. She becomes concerned about <u>herself as a teacher</u>. All that she is was forced out in bold relief when she taught: her voice, her quavering voice; her hands, her prespiring hands clutched tightly to a book against her bosom; her eyes, her pleading eyes; her insides, her dancing, quivering insides. Suzy becomes aware she has concerns she did not know she had, problems unanticipated, and hopes, such great hopes! Suzy has moved from Phase I to Phase II, from early concerns about herself to middle concerns about herself as a teacher.

AWARENESS OF CONCERNS

Private Concerns Become Public Concerns

Suzy is admitted to her first education course and is grouped with other students who also have early concerns about themselves as teachers. They discuss a booklet, "Creating Climates for Growth." To Suzy it says what she secretly knew but didn't know it was legal to admit. It says: what you are as a person, how you feel, are important in your teaching. It says: concerns about making it, about your own adequacy, about whether you ought to teach at all, are normal. It says: most new teachers worry about discipline, about knowing enough to teach, about being liked by children, about what principals and other teachers think about them. It says: all that is O.K.! Talk about it to someone, bring it out into the open, get help with it. Any worries you have about teaching are appropriate for discussion.

Suzy decides to test this out in class. She says aloud, "I want to know what you should do when the classroom teacher and the student teacher have different ideas about how quiet the class should be." The instructor does not try to hedge or to solve the problem then and there. He says he will show them a filmstrip called, "Meet Your Cooperating Teacher" (Brooks, Newlove, & Fuller, 1969) which will bring out into the open various differences between student teachers and supervising teachers, including different standards for class control. They will also have some reading about underlying reasons for discipline problems and will practice in the class some methods of controlling surface behavior of children. Suzy thinks she needs that. Like the other students in the class, she finds it rewarding to confide her private concerns. She gets help for them when she does. She is not embarrassed when she confides. It seems they are all in the same boat! Suzy's concerns are moving from the private to the public sector.

For his part, her instructor is validating his initial assessment of his class' concerns. He is finding out whether their paper and pencil statements about their concerns (the Concerns Statement) reflected their real feelings at the time, whether they feel freer now to divulge private concerns and whether their concerns are maturing.

Incongruent Concerns Become Private or Public Concerns

When Suzy and three classmates listen to her audio tape, she realizes she didn't use half the mountain of material she brought. She was afraid of running out of material because she can't think on her feet. The others say, but how can you tea[illegible] if you

can't think on your feet? Suzy realizes that that was ALL she was concerned about when she did her fifteen minutes of teaching. Everyone knew it but Suzy. Her concerns are moving from the incongruent sector to the private sector, and maybe, if she brings this problem up in class, to the public sector.

Much later, when she is video taped teaching and sees this film with her counselor, she will become aware of other incongruent behavior: reprimanding the wrong child for getting out of line, ignoring for too long the same waving hand; calling on boys always, never girls.

Unconscious Concerns Become Private or Public Concerns

Suzy has a conference with a counselor who seems to know a lot about Suzy or at least a lot about what Suzy thinks about herself. The counselor has thought deeply about what Suzy said about herself on the forms she filled out when she entered the teacher education program. Suzy didn't realize until then that she thought of herself as less able than most people. She had described herself on the forms as "barely getting by," as "average," her abilities as "mediocre," her boyfriends as "scarce," and her teaching ability as "non-existent." Suzy confided she wished she had more dates, and wondered if anyone would ever want to marry her. She began to realize that she had these scared feelings when she was teaching: she was afraid her teaching would not "go over." She wondered constantly whether her supervising teacher, even the children, would like her. She said, "I kind of knew I wasn't sure of myself, but I didn't realize it was as big a thing as it is." Suzy was beginning to become aware of some of her unconscious concerns.

Resolving Concerns

Suzy felt inadequate in science. After some role playing with her Early, Brief Teaching group, and some microteaching in a Teaching Laboratory, she felt a little more comfortable about her science. Class control she discussed ad nauseum in class and out. But it was not until she and her counselor had ferreted out some of the reasons why Suzy felt inadequate with boys, that Suzy could begin to use what she had learned about methods of class control. She became a little less apprehensive about teaching after a class discussion about the filmstrip, "Meet Your Cooperating Teacher." And a psychology class demonstration on expectations and perceptual distortion gave her some clues about why she was turning people off. She was expecting to be turned off, and her expectations were being fulfilled!

Reassessing Concerns

After these experiences, teaching, role playing, counseling and so on, Suzy completed the Teacher Concerns Statement again. She also talked to her instructor about her present concerns. Suzy said she felt worried about whether pupils would like her. (She was maturing a little.) And she was eager to try to teach again. On the basis of these new, more mature concerns, she was placed in a methods course and a child development course. She was also scheduled for video taping and more counseling, this time a kind of counseling known to the counselor as Video Feedback Counseling.

Arousing New Concerns

Suzy taught again, this time for an hour, and was video taped off and on during that time. She and the counselor, whom she knew well by now, looked at the tape together. Suzy saw herself do in her teaching what she had already told the counselor she did in her social life. She said cutting things to the boys. She hadn't meant to. She didn't even know she was doing it at the time. But it sounded so much worse on the video tape. And she was dull! The children were polite, but they were bored. This time she didn't worry about her accent as she had before. She couldn't do anything about it anyway. But here were many things she saw that she felt she could remedy. She said she was glad she had not seen this earlier. "Then I would have thought, it's hopeless. I can never do anything about this. I would have given up. But now I think, well maybe if I get help with this maybe I can improve."

The teaching supervisor pushed Suzy too. He asked Suzy what she thought the children had learned. Suzy began to wonder how she could find out. How do you assess learning? The supervisor pushed her even more. What did the pupils in the class need?

Resolving New Concerns

Suzy's courses in instructional design and child development were getting interesting. She no longer worried about falling asleep in class, or about whether she should teach. She had other things on her mind like a real boyfriend, real children and real problems about getting across to them. Suzy wasn't a mature teacher yet. She still has a long way to go. But she is ready to begin teacher education as it is traditionally taught: ready to begin to attend to information about planning, designing and evaluating instruction. Maybe in a year or two, she will be ready for the kind of information now mistakenly included in textbooks for beginners: philosophical statements regarding aims; meaning and methods of education, statements by

distinguished psychologists and sociologists; reports; legislation; court decisions. In fact, now after many professional experiences, she is just barely beginning to be concerned about matters discussed in many introductory textbooks: "recent trends in society, in learning theory, in educational reform...." Suzy is still in Phase II. She has not yet made the transition to Phase III, but much of her undergraduate teacher preparation will be devoted to just this effort: to resolving concerns about herself as a teacher so that eventually she can become concerned about pupils.

* * End Suzy * *

MOVING FROM PHASE II TO PHASE III CONCERNS

Our experience indicates that moving from Phase II to phase III is the most time-consuming, the most difficult and yet the most important transition of all. While the transition from Phase I concerns to Phase II concerns can often be accomplished in a brief time, perhaps as little as a few minutes, the change from Phase II to Phase III concerns, from concerns with self as a teacher to concern with pupils, may take years. Almost everyone can think of some teacher who never made this transition. Until retirement, she remains concerned with herself or with peripheral matters, such as keeping the class quiet.

This transition to concerns about pupils is difficult because it involves affective changes: changes in feelings, attitudes, behavior, goals. Such changes are notoriously difficult to accomplish. At the same time, this transition is probably the most important single professional gain the teacher ever makes. Making this transition requires that she give up defending herself, give up working for approval and other extrinsic rewards. She values less the praise of the principal or her supervisor. She feels more pleasure at the "I got it, I got it!" from the pupil. She moves away from efforts to keep the class quiet before they even get noisy, away from efforts to defend herself against criticism before it is offered, away from efforts to cover up her inadequacies. Instead she is aware of her feelings, her strengths, her limitations. She remedies them when she can, accepts them when she can't. She turns her attention away from herself and toward pupils. This is what we call maturing.

Sometimes this transition occurs during teacher preparation, but our studies show that many education students do not make this transition at all during undergraduate preparation. This is unfortunate. If the transition does not take place during

preparation, the prospective teacher probably receives much less benefit from her preparation than she might have received. While her education professors were trying to teach her about instructional objectives, she was wishing for some hints about discipline. While they were teaching measurement and evaluation she was wondering whether she could pass the test herself! In short, she was working on one kind of problem inside herself, while the program was helping her with a problem she just did not have yet.

When she is employed in a school, she does have the problems. She does need to individualize her instruction. Social forces do need to be understood. But it is too late for her professors to help her then. And her preparation is of little help to her if she didn't attend to it.

Our experience suggests that concerns with self must be resolved before concerns with pupils appear. In fact concerns with pupils are unlikely to appear at all if self concerns are very strong and unresolved.

DEVELOPMENTAL TASKS

What happened to Suzy was intentional and planned, not fortuitous. Suzy's program was tailored to her concerns and her feelings about herself, about others, about teaching. Some of her concerns were resolved and she developed new, more mature concerns. How was this planned?

Obviously many kinds of experiences were planned: the assessment procedures, assessment feedback counseling, early brief teaching, video feedback counseling.

But Suzy also attended organized classes in which content was presented. This content was modified to consider Suzy's concerns. The modification was not "fine tailoring" like the personal assessment feedback conference or the video feedback conference. It was tailoring to suit the needs of a group of people -- in this case all the students at a certain concern level. Courses were adapted to the needs of students by choosing content to help students accomplish the tasks related to their concerns. What are these tasks?

Insert Figure 2 about here

Since concerns are thoughts and feelings about goals and problems, concerns have parallel tasks: ways of achieving goals and

PERSONALIZING TEACHER EDUCATION USING A TEACHER CONCERNS AND TEACHER TASKS MODEL

Resolving Concerns

Education Students' Concerns			Educators' Responses to Concerns					
Concerns Phase	Concerns Level	Developmental Tasks	Assessment Techniques	Arousal Experiences	Awareness Procedures	Resolution Content to Accomplish Tasks and Resolve Concerns		
			1.....N	1.....N	1.....N	Content Area 1	Content Area 2	Content Area N
II	1	1 . . N						
	2	1 . . N						
	3	1 . . N						
III	4	1 . . N						
	5	1 . . N						
	6	1 . . N						

of resolving problems. In some cases, the related task is a straightforward extension of the concern. For example, the student is concerned about her ability to make the projector work. This is her concern. Her task is to learn to operate the projector. The concern is resolved when she is able to do so. Q.E.D.

At the other extreme, one concern may involve many complex tasks. For example, a concern about the progress of a single pupil may involve diagnosis, conduct of a parent conference, referral, interpretation of a psychological report, design of remedial instruction and many other tasks.

However, despite the great number and complexity of teaching tasks, the developmental model of teaching concerns enables us to construct a developmental model of teaching tasks. We can arbitrarily assign any teaching tasks which are shown to be related to a concern, to the same position in the Teacher Tasks Model (Figure 2) that the concern related to it has in the Teacher Concerns Model. For example, teaching tasks related to Phase II concerns, Concern about Self as Teacher, are classified as early, less mature developmental tasks than tasks related to concern about pupils. Tasks related to concerns about pupils are, of course, classified as later and more mature developmental tasks.

Conceptualization by Content Specialists

How are developmental tasks (column 3, Figure 2) identified? How can developmental tasks be accomplished? How can it be determined whether the task has actually been accomplished? This three-fold problem, the identification of tasks, the development of methods for accomplishing tasks and the assessment of methods, must be resolved by specialists in various substantive areas. The Teacher Concerns Model does not purport to say what teachers ought to be taught. It does suggest a sequence in which the developmental tasks comprising professional competency ought to be addressed. The suggested sequence is a learner-perceived (or psychological) rather than a logical sequence for selection and presentation of content and experiences.

The content specialist then has three tasks. First, the specialist must decide what developmental tasks are related, in his area of competency, to each assessed concern. That is, he must identify the tasks related to each concern.

Second, the specialist must decide what content and what experiences will best contribute to the accomplishment of the tasks identified.

Third, the specialist must assess the effects of the content and experiences. Did the content and experiences from the second step enable the student to accomplish those tasks identified in the first step?

These of course are the traditional responsibilities of the educator: to set educational objectives, (1) above; to plan experiences to achieve such objectives, (2) above; and to assess the effects of the experiences in terms of the objectives, (3) above.

Identifying Tasks Related to Concerns

The first task of specialists in various disciplines, then, is to decide what tasks are related to each concern. For example, student teachers in Phase II, are concerned about sources of rewards and punishments in their school. They ask, "What are we expected to do? Who gets the good grades? Who gets the biggest raise? Why does the principal smile approvingly at Miss Smith who has the noisiest class and has only tolerance for Miss Jones' always quiet class?"

Illustrations of Developmental Tasks from Different Disciplines

Out of ignorance (and to illustrate how necessary is the expertise of the content specialist), we will attempt here some naive illustrations of the kind of developmental tasks which might be identified by content specialists in two different disciplines for this concern, "What is rewarded in this school?"

The expert on educational administration might define these tasks for students: the acquisition of information about the administrative structure of the school; the establishment, by the student, of a personal relationship with the principal: the understanding of system-wide policies; the analysis of some hidden agenda; or any of a number of other tasks. We might call these, very loosely, behavioral objectives.

The psychologist, on the other hand, having expertise in a different discipline, might define these tasks for students with this concern: to partial out sources of bias and distortion in perception of other persons; to recognize psychological defenses; the description of the schedule of reinforcement used consciously and unconsciously by administrators to manage teacher behavior.

Other specialists would undoubtedly identify other kinds of tasks related to this concern. A tremendous amount of wisdom can be arrayed to help students with this concern. One extremely important contribution to the implementation of the Teacher

Concerns Model that can be made by the content specialist is the identification of the tasks related to each concern expressed by students.

Illustrations of Tasks Related to Different Concerns

One concern can be analyzed for component tasks by different content specialists in various disciplines, as was just done in the preceding paragraphs.

All concerns can be similarly related to their developmental tasks. To illustrate some developmental tasks for every concern, we can ignore separate disciplines, and state generally some tasks which seem possible candidates for each concern question. Of course, these are merely for purposes of illustration. Much research needs to be done to identify the tasks whose accomplishment actually resolves the concern on which we focus. In such research, the question would be: when Concern X exists and Tasks X_1, X_2, X_3 and X_4, hypothesized to be related to Concern X are accomplished, is Concern X resolved? Do students express fewer Concern X after Tasks X_1 through X_4 are accomplished than they did before Tasks X_1 through X_4 were accomplished? Of course, this question is predicated on a preceding question. Does Content X_1 accomplish Task X_1? After that is answered, we can ask, does the accomplishment of Task X_1 resolve Concern X_1?

Since data are not now available to answer these questions, some clinical impressions will be offered here, illustrations derived from actual observation of education students. Education students with each of these concerns seemed, in the eyes of observers, to be trying to accomplish these teaching tasks. In the interest of brevity, we will illustrate here only teaching tasks related to the middle phase, Phase II: Concerns about Self as a Teacher.

Illustrations of Tasks Related to Concern 1

The concern here is "Where do I stand as a teacher?" The task related to this concern might be: to acquire the ability to explore the physical plant freely; to know what to look for; to discover what school policies are regarding conferences with parents, administration of punishment and handling emergencies; to estimate the amount of support which can be expected from the school principal and other supervisors in a great variety of situations; to build working relationships with other teachers; to utilize school resources such as audio visual aids, libraries, visiting teachers and community counseling services; to determine the limits of acceptance as a professional person in halls, cafeteria, library, playground, teacher's lounge and principal's

office; to achieve security in the total school situation.

Illustrations of Tasks Related to Concern 2

The concern here is, "How adequate am I?" The tasks of this stage might be: to understand and explain subject matter, to answer pupils' questions, to say "I don't know," to have the freedom to fail on occasion; to mobilize resources and make effective changes when failures reoccur; to master the fear that students will hang from the chandeliers, climb out the windows, or merely refuse to cooperate; to catch an eye, give a warning glance or an approving nod without missing a beat; to feel bigger and stronger than the children; to speak clearly, to be understood; to make out schedules, to estimate the time required to finish assignments; to anticipate problems peculiar to the social class, pecking order, habits, expectations, or just plain idiosyncracies of this particular class; to locate objects; in general to create an atmosphere in which teaching is possible, as distinguished from minding children or playing with them.

Illustration of Tasks Related to Concern 3

The concern here is "How do pupils feel about me? What are pupils like?" The tasks of this stage might be: to establish behavior norms; to sense what is usual, what is strange; to interpret test scores, clinical writeups and a variety of data such as that in permanent record folders; to resist the impulse to play to the crowd; to untangle transient popularity and long-term respect; to master one's own anxiety aroused by the pitiful child and the whole gamut of emotions aroused by children's unstinting acceptance, brutal honesty, and amoral disregard for propriety; to decide how to react to the boy who cries, the girl who is forever bruised, burned, or bandaged, the small boy who pats her posterior; to do something about the child who lies, fights, or urinates in the classroom; to talk to parents in person or on the phone; to differentiate behavior which is the child's reaction to himself, from that which is his reaction to his teacher.

A Graphic Representation of Concerns and Related Tasks

In order to illustrate the kinds of tasks which need to be identified, the following diagram is offered. On the left are concerns. On the right are some tasks which might be identified for each concern by a content specialist, specifically by an educational psychologist and by an educational administrator. In the last column are tasks which might occur to a teacher in the school.

The first concern on the left is "Where do I stand as a teacher?" This is Concern 1 from the middle phase, Concern about Self as a Teacher. The specific question here (a small bit of Concern 1) is "What is rewarded (in the school)?" The educational psychologist might suggest that in order to resolve this concern the education student needs to know what kinds of behavior are more or less consistently rewarded and punished by the principal. The administration specialist might feel that first it is necessary to examine the real power structure of the school. One of the teachers in the school might suggest that the student find out which teachers got raises last year and watch them.

A second illustration is a concern from the late phase. The specific concern here (a small bit of Concern 4) is "We need a better achievement test." The psychologist says that in order to resolve this concern, the students need to learn about measurement. The administrator says the student needs to examine goals and decide what she wants to assess. The classroom teacher suggests that she find the salesman who sold the school the tests.

If we had enough interested specialists, we might identify tasks for all the concerns in Phase II and all the concerns in Phase III, thus, essentially describing all the content from all relevant disciplines which bear upon all these concerns.

DEVELOPMENTAL TEACHING TASKS BY CONTENT AREAS

Concerns	Educational Psychology	Educational Administration	Unclassified
Phase II Concerns about Self as Teacher Concern 1 1. Where do I stand as a teacher?			
1.a. What is rewarded?	Describe the contingencies of reinforcement.	Describe the power structure of the system.	Ask who received raises last year.

DEVELOPMENTAL TEACHING TASKS BY CONTENT AREAS

Concerns	Educational Psychology	Educational Administration	Unclassified
Phase III Concerns about Pupils Concern 4 4. Are they learning what I am teaching? 4.a. We need a better achievement test.	Learn about tests and measurement.	Decide what you want to assess.	Find the salesman who sold us the tests.

Developing Content to Accomplish Tasks

Presumably certain substantive content and certain experiences enable students to learn to accomplish various tasks. The content specialist using the Teacher Concerns Model utilizes his own expertise to plan courses or programs to accomplish the tasks he has identified as related to each concern. For example, the educational psychologist decides that before the student can answer his question, "What is rewarded?" he must discover what the contingencies of reinforcement are in the school. He shows some films about positive and negative reinforcement of animals in laboratories, of pupils in school and of adults in social and professional situations. The students read related material. They note how subjects act who have been rewarded and perhaps identify individuals in the school who seem to be rewarded. Perhaps they attempt inductively to identify the behaviors most characteristic of those individuals and make some hypotheses about the kinds of behavior which are being rewarded in the school. Obviously content or resources also can be selected, calculated to accomplish the tasks selected by the educational administration specialist. If the student tries to accomplish the task suggested by the unclassified specialist, the resource provided might have to be a suit of armor or an independent income!

What about interaction analysis training, microteaching, computer-assisted instruction, simulation laboratories and other relatively new procedures? Where do they fit in the concerns sequence?

Tentative evidence so far says everywhere, depending on the content and objectives. A CAI program for example might help resolve any concern. Here again, the content specialist must select the task related to the concern and the content calculated to accomplish that task. Obviously, programs and textbooks should be written which order content according to the concerns which can be anticipated for the population to which the text or program is addressed.

The same is true of IA training. The category system can focus on the teacher entirely and still be of great interest to students with middle concerns. They are still, as they say, "TV teachers," i.e., they can teach without the pupils being present! However category systems which focus on the teacher (such as the Flanders system) tend to emphasize aspects of behavior (like indirect teaching) of interest only to teachers with more mature concerns. What is needed are systems which help the teacher assess her adequacy first, to tell her whether her content was correct or her demonstration smooth, whether she controlled students appropriately, whether students responded warmly, whether they were interested in what she was teaching. It is only much later, perhaps much much later, that they are interested in the effects of the teacher's contribution to the learning of individual children. Feedback procedures in genral, like IA systems, need to consider what students are trying to get from them, that is, their concerns.

Some clinical observations in Science Education support this. One instructor (Hall, 1970) reports:

> At the completion of approximately nine hours work in interaction analysis using the Analysis of Teaching Behavior Module (Hall, 1969), students who had prior concerns 3 and 4 thought the sessions very worthwhile. The students at concern level 1, said the sessions were good but that the time would have been better spent in working on getting ready for certain science lessons. We now teach this IA system only after the majority of students have reached concern level 4 or above.

Obviously, content that is developed needs to reflect not only the level of the tasks (and the concern to which it is related) but also the context in which the task is to be done. For example, teachers in inner-city schools and in plush, private schools both have concerns about themselves and their own adequacy, but the tasks are different for each teacher as she sets out to resolve the same concern with self adequacy.

Assessing Outcome of the Content

The specialist is faced with two questions here: Was the task accomplished? Was the concern resolved?

To answer the first question, the assessment procedure can very well be the written or oral testing procedure the instructor usually uses. Can the student describe various reinforcement schedules? Can he draw some analogies from the laboratory to the school? Can he identify some particular behaviors rewarded in the school?

The second question is, was the concern resolved? This question might well be answered in a straightforward manner by simply asking the class whether they have found out what they wanted to find out. Of course, this presupposes willingness to confide, to be frank, to make private concerns public. But the whole model is premised on the willingness and ability of the instructor to provide an atmosphere in which self revelation is appropriate both for student and for instructor. However, a formal method of discovering whether concerns have been resolved is available, the Teacher Concerns Statement and Manual, for use by instructors.

Relevance

Was Suzy's program more 'relevant' to her needs than one which begins with courses in statistics, learning theory, child development and social foundations (instead of offering these courses when Suzy is concerned about them)? We may intuitively feel (and Suzy usually reports) that her program was more relevant than the traditional one. This is satisfying to know but we need a better yardstick.

Assessing Relevance: Relevance might be defined as the discrepancy between the concerns level of the student and the concerns level of the program. The concerns level of the student can be assessed by the Teacher Concerns Statement. In addition, concerns can be assessed clinically from interviews and seminars.

Instruments can be constructed for assessing the concerns level of course content. One such instrument, which has been used with educational psychology course content is called, "Ascertaining Instructor Content Orientation" (Patterson, 1969). Instructors can devise similar instruments for themselves, using the content of their own courses. First, list the topics from the content areas which are related to each concern. In the AICO, some of the educational psychology topics listed as related to early concerns are perceptual defenses and classroom discipline. Some of the topics related to late concerns are theories of personality and educational technology. The instructor can use any honest method

for classifying his course topics and make a judgment about the concerns level of his own course material. Then he can subtract his course content concerns score from students' concerns scores to see how relevant his course is to the concerns of each student.

Increasing Relevance: Of course, the concerns of any group can be scored. Since large student groups are likely to have heterogeneous concerns, an instructor can increase the relevance of the content by dividing his class into concerns subgroups and using different content for different groups. This is very natural, particularly for elementary education majors, since it is precisely the kind of procedure they are expected to follow with their pupils.

Instructors can consider not just the average concern, i.e. the mean score, but also the frequency of different concerns. The mean score indicates where the individual or the group stands on a continuum, the concerns-with-self to concerns-with-pupils continuum. "Relevance" would be the resemblance between content and concerns on this dimension. Frequencies of concerns can furnish even more detailed guidelines. If all students are concerned, to some extent, about discipline and more than half the total concerns expressed are about discipline, the instructor has a measure of the importance to students of concern with discipline, something he cannot obtain from a score alone, since the score just denotes the position of the student or the class on a self-to-pupils concern dimension. By tallying concerns frequencies then, the instructor can pinpoint specific content areas needed.

Relevance for Suzy

We can use this definition of relevance to decide whether the kind of program offered Suzy is more relevant than another program. We can assess concerns of students in both programs. Then we can secure samples of the course content of both programs. Perhaps tape recordings can be obtained of classes in both programs, or instructors can report the topics and readings they are assigning. From such material, the concerns level of the course content can be assessed.

The more relevant program is the one with the smaller discrepancy between student concerns level and course content concerns level.

A PERSONALIZED 'ECONOMY' PROGRAM

A program, such as the one described, which involves psychological assessment, counseling and video taping may seem cumbersome and expensive in some settings. In addition, training in these procedures is not yet available to all institutions. A limited number of teacher education institutions are being invited (or, by the time of publication, will have been invited) by the Texas R & D Center to test the materials and procedures described here. What is the educator to do if he feels intuitively that teachers do have concerns like those described and he wants a more relevant program?

We believe that it is possible for a group of teacher educators at one institution, or even for a single instructor, to increase the relevance of his courses with little outside of his own determination to do so. The ideas offered below to enable him to do so have not been tested formally, as have the procedures described in the main body of this article. However, these "economy" steps have all been a part of formal programs tested and have been assessed informally. According to reports of both teacher educators and prospective teachers, these steps seem to have some of the same effects, such as increased satisfaction, that more complex procedures have. These are the steps.

First, the teacher educator needs to examine his own concerns. If he is concerned about himself (and self concerns may be all too appropriate in some situations) he needs either to resolve the most powerful of these self concerns or, if that is not possible, then to put aside, as least temporarily during the periods when he is with students, his most distracting self concerns. Accomplishing this might require real ingenuity, but it is a necessary first step. The instructor, at the least, ought not to be afraid of his students or of their opinion of him. He might use, for himself and for his teaching of prospective teachers, the supports offered to teachers in "Creating Climates for Growth" (Fuller et al., 1967).

Second, he can send for manuals describing various personalization procedures. These are listed at the end of this manual according to the function they perform: assessment, arousal, awareness, resolution and overview (see p.). These are available from the Dissemination Division of the Research and Development Center for Teacher Education.

Third, he can assess his students' concerns using manuals he receives.

Fourth, if the concerns of his students are heterogeneous, he can divide students into two groups, an early concern group and a late concern group. Or he can team teach with another instructor, one teaching students with early concerns and one teaching the students with late concerns. He can be sure that the early concerns class will be the larger of the two!

If he cannot for some reason assess concerns in a formal way, he can assume that the great majority of undergraduates, even seniors, have early concerns. He can then select material related to early concerns.

If he does assess students' concerns, he can review the content he usually teaches and select topics related to each of the six teaching concerns described earlier in this manual. In order to check the relevance of his topics to different concerns, he can list the topics and ask students which topics they want to discuss first and later. If students with early concerns choose topics he has selected as early topics, and those with late concerns choose late topics, his classification of his course material is probably correct.

If he decides to use procedures such as video taping, he ought to go through the procedure himself for real. For example, he ought to have himself video taped and see the tape with his department chairman or supervisor.

He can reassess concerns periodically either informally from tape recordings of class discussion or by administering the Teacher Concerns Statement.

He can assess the relevance of his content by comparing the level of concern of what he taught with the level of concern of students.

He can assess the outcomes of his attempts to increase course relevance, for example, student satisfaction with the course. He can compare anonymous course evaluations he may have received from previous years with those from this personalized class. If he teaches two sections of the same course, he might attempt to increase relevance in only one class and compare student satisfaction in the two sections.

Most important, he can listen to what his education students say they need and attempt to select content and devise experiences for them addressed to these needs. Most of what they ask for at the beginning of their teacher preparation usually seems trivial, routine, unprofessional and annoyingly irrelevant. At least we perceived their concerns in that way early in this research.

But we were reminded that Fleming found penicillin by investigating a casual, annoying observation that the bacteria with which he was working had been killed and that some "dirt," a little green mold, was present in the dish at the same time. We now conclude that early concerns are like the "dirt in the dish"; not so grand, of course, as Fleming's observation, but still a clue to goals, to motivations. Perhaps, if we know where a student is trying to go, what his concerns are and how to resolve them, we will be more likely to help him get there.

OUTCOMES OF MORE RELEVANT TEACHER EDUCATION

Let us assume that a more relevant teacher education program can be achieved. What good is it? What gains are possible from such a program?

Some might reply that relevance is a sufficient end in itself, that if students feel their program is more relevant to their needs, the purposes of the program are achieved. Others might feel that increased relevance might actually subvert the real purposes of teacher education. Their argument is that neophytes do not know what they need. They only know what they want. Neophytes may well be the final authorities on their own feelings. But they cannot anticipate, as experts can, what they will need in the future when they teach. If they could, they would not be in school. They would be instructors.

Obviously, teachers in preparation need to learn both what they want and what they need. Fortunately, it is possible to combine both in a program built around teacher concerns. Since concerns are tied to the realities of teaching, every topic related to teaching is of concern to new teachers at some time. Every topic becomes of concern as teaching is revealed to them.

Personally tailored programs, then, are not so very different from traditional programs. Such programs attempt to supply both what the education student wants and what the education student needs. Consequently, such a program ought to achieve the goals of traditional programs. This, in fact, does happen. Tests of "tailored" programs have shown gains which experts agree are highly desirable for teachers.

Increased Satisfaction of Education Students

One formal investigation (Patterson, 1969) and a number of informal studies all find that students are more satisfied with both their course and their instructor when the course is more relevant

to their current needs. The instruments used to assess relevance were those mentioned earlier and the measure of satisfaction was one used for campus wide surveys.

Increased Maturity of Concerns

There is some evidence that relevant teacher education programs increase the likelihood that a teacher will have mature concerns. Although there has not yet been any direct test of the actual relationship between increasing relevance of programs and maturity of concerns, one study found that education students who had the experiences described here (early teaching, personal assessment feedback and video feedback counseling) had more mature concerns than members of a control group who had not had these experiences (Fuller et al., 1969). It seems reasonable to expect that teachers whose preparation is more relevant will have more mature concerns than other teachers.

Improved Teacher Personality and Teaching Behavior

A recently completed five-year study of the effects of certain procedures on teacher personality and teaching behavior (Fuller et al., 1969) found that teachers who had the experiences described here to arouse and resolve their concerns, changed in important ways more than a control group which did not have these experiences. Such teachers became more receptive to feedback from pupils. They listened more to pupils. They asked more questions. They lectured less. Pupils participated more in their classes than was true of teachers who did not have these experiences. Such teachers demonstrated more increased imaginativeness during their preparation. They were more imaginative in responses to projective tests and were more interesting in their filmed teaching behavior. They were more organized, more confident and less pollyannaish. In short, they increased in many of the qualities considered to define improved personality and more effective teaching. It seems reasonable to anticipate improvements in both teacher personality and teaching behavior.

Of course we do not expect that all groups will change in precisely these ways. We posit that when teachers have more mature concerns, that is when teachers are relatively forgetful of themselves and address themselves to questions of pupil gain, that different teachers will achieve different goals. We would expect, for example, that such teachers will make more appropriate, and hence different, choices about teaching as a career, that they will continue teaching if they do well and will quit if they don't. Evidence from the study cited above indicates this is precisely what happens. In that study, teachers, when

contacted in the years following certification (Newlove, 1969), did actually make more appropriate choices about teaching as their career. We might expect that teachers may choose not just professions but schools and teaching styles that are most likely to enable them to benefit pupils.

Most educators would agree that such changes are desirable goals for teacher education programs. These are measureable group changes. We believe that other, even more important, changes occurred which have not yet been assessed. These might be changes in opposite directions for different individuals that cancel one another out in grouped data: greater activity by passive teachers and less activity by hyperactive teachers, for example. Such personalized goals are important ones for a program that attempts to meet the needs of teachers as persons.

Process Outcomes and Side Effects

These sizable changes do not occur suddenly in a vacuum. Many changes occur during teacher preparation which differentiate the student in a "relevant" program from the student in a less relevant program. Some of these are heartening, some are unexpected and some are downright upsetting. It is well to be prepared.

In a five-year test of some of the procedures reported here, students responded differently in many ways to the "relevant" program than to other programs. In the relevant program, students were more likely to be honest in reporting their concerns. They were more likely to upset the instructor's well-laid plans by asking for material they needed rather than accepting what was prepared. They reported dissatisfaction more freely and more often. They participated more in class discussions and took up time with their problems that instructors had allocated to cover certain material. They brought up knotty problems from schools, complex problems involving personalities, problems we as instructors would have preferred to avoid. Students were more demanding about, "What should I do?" kinds of questions. They complained more about textbooks and materials not related to their concerns. They made more demands on instructors' time. They interrupted lectures more frequently. They talked more about personal problems. The discussion frequently centered on matters the instructor thought irrelevant to teaching. One reason, in fact, why instructors might desert the concerns model is that content sometimes has to be drastically revised.

Students' work was more idiosyncratic and of greater range. Reports were longer and shorter than usual. There was more disparity, more dependence, more independence. More feelings showed.

Students created more crises in the schools by the intensity of their interest in the task of the moment: too intense efforts to secure information for a case study; too many props for a lesson plan; too articulate defense of a pupil's right to do something or another that the school authorities hoped he would not do.

Some students seemed not to have changed their real concerns at all, despite our best efforts. These apparently were students whose concerns could not be aroused merely by confrontation, be it confrontation with the situation or confrontation with themselves. These few students apparently are those who are unable to feel concern until <u>after</u> a mistake has been made. They are unable to experience concern (or guilt) in anticipation of a challenge. Such individuals comprise a very small minority of prospective teachers. Apparently the Teacher Concerns Model cannot handle such individuals except to suggest that perhaps they not remain in teaching, since it is apparently difficult for them to have mature concerns, to experience truly self-forgetful concerns about pupils.

There may be other kinds of individuals, of course, who would not benefit from application of this model. There may be other kinds of problems, changes, irritations which occur in such a program. Each educator will find those we experienced and new ones of his own.

CAVEATS

More relevant preparation seems to benefit teachers in many ways. However, the specific procedures described here to increase relevance may also, if misused, not only <u>decrease</u> the relevance of a program but even be damaging.

For example, one undesirable outcome might be regression of a student to an earlier stage of concern. Let us suppose, for purposes of illustration, that Suzy's video tape showed Suzy waving her hands about and saying "O.K." repeatedly, in addition to everything else she did and did not do, described earlier. These, of course, are behaviors which Suzy probably cannot change quickly, if at all. She might be able to suppress them temporarily but they will undoubtedly pop up again when she isn't watching them. In addition, they are relatively unimportant compared to her impaired relationship with both boys and girls, evidenced by her calling on the boys and not the girls. Let us also assume that the instructor who sees this video tape with Suzy notices Suzy's hand waving and habit of saying "O.K." Perhaps the instructor doesn't actually take the initiative in pointing these habits

out to Suzy. But when Suzy mentions them herself, he fails to dismiss the habits as unimportant. Of course, they are relatively unimportant. Saying "O.K." will hurt few children. Children hear "O.K." all the time. But treating the girls as competitors and the boys as pets can damage the teacher's relationships with boys and girls. So what is important is not noticed and what is not important is noticed. Even worse, Suzy is stuck with a task (eliminating a couple of nervous habits) that she can't do much about. She might concentrate on trying to eliminate these two behaviors and remain all during preparation, at an immature level of concern about herself, unlikely to move on to concerns about children.

There are other possible undersirable outcomes: overcommitment by the instructor; over-valuation of frankness to the point of encouraging students to expose themselves prematurely or inappropriately; insistence on some predetermined kind of happiness or "adjustment" and many more. Some of these "traps" are mentioned in manuals describing the procedures, but it is our experience that each of us can set new traps for himself of his own devising! Consequently, it behooves us as users to do what ethics dictate to be good professional practice always: to see and use feedback about our own teaching and service from others, particularly from colleagues who are uninvolved, who can be honest with us and who are, if possible, unbiased.

Attempts to utilize dependable motives of students to increase learning have advantages and satisfactions as well as dangers. Students do not fall asleep in class. They rarely fail to show up for "arousing" experiences like their "Fifteen-Minute Hour" or their feedback sessions. In short, a preparation program based on teachers' concerns has both a price and a reward. Each educator needs to decide for himself whether the rewards are those he values and the price the one which fits his purse.

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PERSONAL-PROFESSIONAL DEVELOPMENT SYSTEMS

DIVISION PRODUCT LIST

1. "Personalized Education for Teachers: An Introduction for Teacher Educators" is a manual giving teacher educators an overview of personalization concepts to enable them to begin development of personalized teacher education programs and courses. (1970)

2. "Personalized Education for Teachers" is a slide-tape presentation that provides information similar to that in the manual above. (1970)

3. "Personalizing Teacher Education" is a videotape for teacher educators giving an overview of personalized teacher education. (1969)

4. Personalization Research Reports -- This set of five components describes the research on which the personalization methods are based. (1968-1970)

5. "Creating Climates for Growth" is a widely circulated booklet that explains personalized teacher education to education students. It is accompanied by a discussion guide for use by teacher educators to help them introduce a personalized program. (1967)

6. "A Manual for Use with the Teacher Concerns Statement" describes how to score the Teacher Concerns Statement. (1970)

7. Comprehensive Personal Assessment System for Teacher Education Programs -- A package of printed assessment instruments, manuals and explanatory pamphlets that will enable a college of education to install an integrated program of psychological assessment covering all its students. (1970)

8. The Assessment Training Kit consists of six separate manuals, one for each of five instruments in the Comprehensive Assessment System and an "overview" manual. The manuals train counselors in the clinical interpretation of the instruments, in preparation for a personal assessment feedback counseling interview. (1970)

9. "Counseling Teachers: Using Personal Assessment Feedback. Casebook I" is a manual for professionally accredited counseling psychologists describing assessment feedback counseling of non-volunteer teacher-clients when the focus of counseling is feedback about the teacher from psychological instruments she has completed. (1970)

10. "Camera in the Classroom: The Human Side of Videotaping Teachers" is a manual telling how to film or videotape undergraduate neophyte teachers with minimal discomfort to the teacher or disruption to the class. The manual includes some technical information, but emphasizes the human aspects of filming, sources of bias that can enter the filming process and recommendations based on extensive experience with live filming of neophyte teachers. (1970)

11. "Counseling Teachers: Using Video Feedback of their Teaching Behavior. Casebook II" is a manual for professionally accredited counseling psychologists describing counseling of non-volunteer teacher-clients when the focus of counseling is feedback about the teacher's behavior on video tape. This must be used in conjunction with Casebook I (manual #11 above). (1970)

12. "The 15-Minute Hour: An Early Teaching Experience" is a booklet describing how beginning education students' concerns about teaching can be aroused by an early, brief teaching experience. (1969)

13. "Meet Your Cooperating Teacher" is a color slide show and accompanying discussion guide addressed to students' concerns about relationships with their cooperating or supervising teacher. (1969)

14. "Impact of Personalized Teacher Education on Students and Faculty" is a booklet describing psychological assessment and counseling feedback from the point of view of those who experience it, the faculty and students involved. (1970)

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PERSONAL-PROFESSIONAL DEVELOPMENT SYSTEMS DIVISION PRODUCTS
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2. "Personalized Education for Teachers" (a slide tape presentation)

3. "Personalizing Teacher Education" (a video tape presentation)

4. Personalization Research Reports (a packet of research reports and journal reprints)

14. "Impact of Personalized Teacher Education on Students and Faculty" (a report to teacher educators)

Assessment of Teachers

5. "Creating Climates for Growth" and a discussion guide for use with "Creating Climates for Growth" (a manual for teacher educators)

6. A Manual for Use with the Teacher Concerns Statement (a manual for teacher educators)

8. Assessment Training Kit for Psychological Screening Battery (a manual for psychologists)

7. Comprehensive Personal Assessment System for Teacher Education Programs (a manual for teacher educators)

Arousal (Activation) of Concerns

12. "The 15-Minute Hour: An Early Teaching Experience" (a report to teacher educators)

13. "Meet Your Cooperating Teacher" (a color slide tape presentation) and a discussion guide for use with "Meet Your Cooperating Teacher"

(8.) Assessment Training Kit for Psychological Screening Battery (a manual for psychologists)

(9.) "Counseling Teachers: Using Personal Assessment Feedback. Casebook I" (a manual for counseling psychologists)

(10.) "Camera in the Classroom: The Human Side of Videotaping Teachers" (a manual for teacher educators)

Awareness (Perception) of Feelings

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Resolution (Learning) of Concerns

(1.) "Personalized Education for Teachers: An Introduction for Teacher Educators" (a manual)

(2.) "Personalized Education for Teachers" (a slide tape presentation)

(4.) Personalization Research Reports (a packet of research reports and journal reprints)

(9.) "Counseling Teachers: Using Personal Assessment Feedback. Casebook I" (a manual for counseling psychologists)

(11.) "Counseling Teachers: Using Video Feedback of Their Teaching Behavior. Casebook II" (a manual for counseling psychologists)

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